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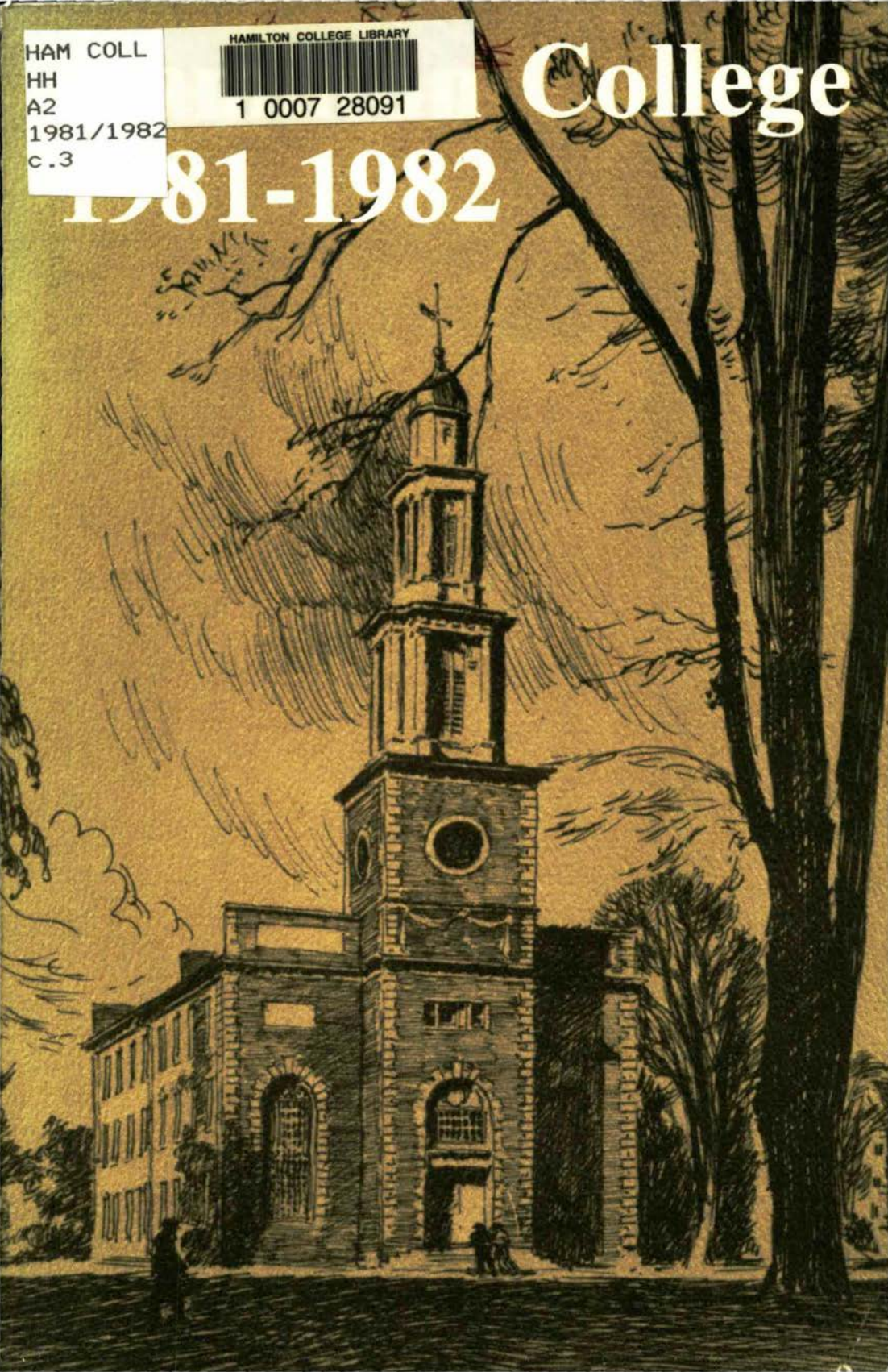

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HAMILTON COLLEGE
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The reproductions that appear throughout this book show the Hamilton College Chapel from several perspectives during various eras in the College's history.

Hamilton College Catalogue 1981-82

September 1981
Clinton, New York 13323

Hamilton College Calendar 1981-82

Sept.	8-10	Tuesday-Thursday	Freshman Orientation
	11	Friday	Fall term classes begin, 8 a.m. All sequences meet for 20 minutes
	17	Monday	Last day to add a course or to exercise pass/fail option
Oct.	16	Friday	Mid-term recess begins, 4 p.m.
	21	Wednesday	Classes resume, 8 a.m.
	23	Friday	Mid-term warnings due
	30	Friday	Last day to drop a course without penalty
Nov.	6-8	Friday-Sunday	Parents Weekend
	16-20	Monday-Friday	Preregistration for winter and spring terms
	24	Tuesday	Thanksgiving recess begins, 4 p.m.
	30	Monday	Thanksgiving recess ends, 8 a.m.
Dec.	11	Friday	Fall term classes end
	12-14	Saturday-Monday	Reading period
	15-20	Tuesday-Sunday	Final examinations
Jan.	4	Monday	Winter term classes begin, 8 a.m.
	5	Tuesday	Last day to add a course or to exercise pass/fail option
	14	Thursday	Last day to drop a course without penalty
	27	Wednesday	Winter term classes end, 4 p.m.
Feb.	1	Monday	Spring term classes begin, 8 a.m.
	4	Thursday	Last day to add a course or to exercise pass/fail option

Mar.	8-12	Monday-Friday	Sophomores declare concentrations
	12	Friday	Mid-term warnings due
	19	Friday	Last day to drop a course without penalty
	19	Friday	Mid-term recess begins, 4 p.m.
	29	Monday	Classes resume, 8 a.m.
Apr.	5-9	Monday-Friday	Preregistration for fall term
May	5	Wednesday	Class and Charter Day
	7	Friday	Spring term classes end
	8-11	Saturday-Tuesday	Reading period
	12-17	Wednesday-Monday	Final examinations
	23	Sunday	Commencement

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History of the College

In 1793, the Reverend Samuel Kirkland, a graduate of Princeton and for forty years a missionary to the Oneida nation of the Iroquois, founded an academy to serve the educational needs of both Indian and white youths. Known as the Hamilton Oneida Academy and built on a natural plateau overlooking the Oriskany and Mohawk Valleys, the institution became Hamilton College on May 26, 1812, when the Regents of the University of the State of New York granted to the Trustees a charter which enabled young men to earn the baccalaureate degree. Named after Alexander Hamilton, first Secretary of the Treasury and a member of the Board of Trustees of the Academy, the new college opened its doors for classes on November 1, 1812. Its academic leadership included President Azel Backus, a graduate of Yale, and three faculty members. At the time, Hamilton was the third college to be founded in New York State and the thirtieth in the nation.

The college that Backus headed offered a traditional curriculum to its students, one that emphasized the classical languages, philosophy, history, and mathematics. Over the next seven decades the College grew both in size and academic stature, but its curriculum remained traditional except for a special emphasis upon oratory. Indeed, Hamilton became well and deservedly noted for the excellence of its graduates in public speaking, founded upon a four-year public speaking requirement which continued until 1968. Today the curriculum continues to provide excellent training in speech, to the benefit of graduates who enter business, the legal profession, public service, the clergy, and teaching.

In 1858, study of the natural sciences at Hamilton was stimulated by the completion of the Litchfield Observatory, the thirteenth to be established in the country and, at the time, the site of the nation's second-largest telescope. Christian Henry Frederic Peters, director of the observatory, brought the first Ph.D. to the Faculty and international attention to the College through his discoveries of asteroids. Professor Peters died in 1890, and thereafter the Observatory languished and finally was torn down. The telescope's pedestal remains on the campus as testimony to the work of Peters. In the summer of 1977, the College completed and dedicated a second observatory, thus honoring an old tradition with a revived interest in astronomy.

Student life in the nineteenth century was simple and rigorous, as students sought to study by lamp and keep warm by fires fueled by wood they themselves had gathered. Each morning, students met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the

President. While the requirement of Chapel attendance has long since disappeared, Hooker's Chapel, perhaps the most beautiful of the College's buildings, continues to dominate the central quadrangle. The social activities of undergraduates, mostly left to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamations and debates. Social fraternities were first founded during the 1830s and nine continue to the present day. Athletic activities of the informal variety were the rule until well after the Civil War, when organized intercollegiate sports began to appear. A spirit of amateurism and widespread participation has continued to prevail at Hamilton in both intramural and intercollegiate sports.

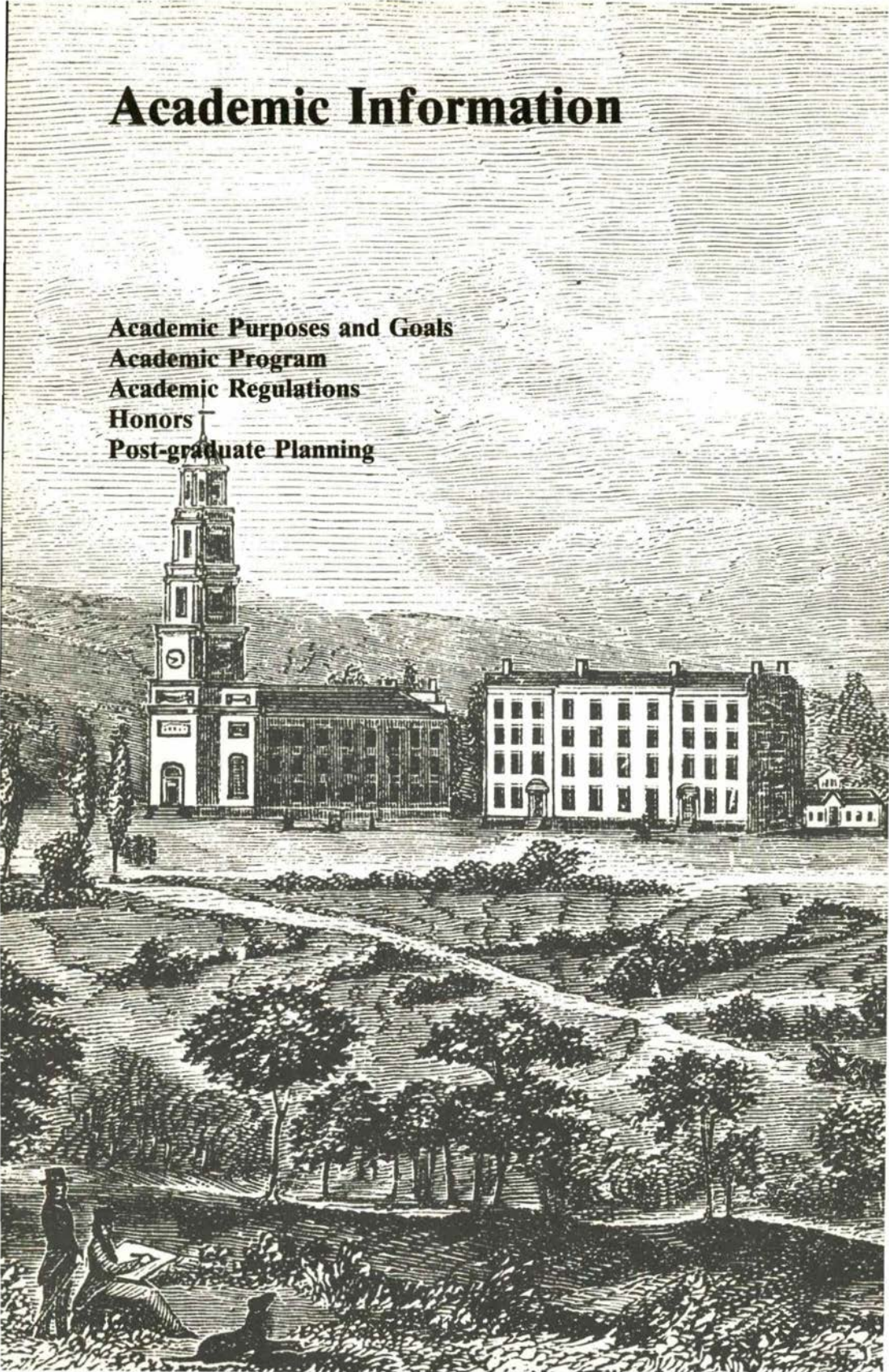
The gradual growth of the College, which continued in the post-Civil War period, accelerated sharply in 1892 with the presidency of Melancthon Woolsey Stryker, the first graduate of the College to hold the post and a clergyman of national reputation. With explosive energy, Stryker introduced a program of expansion in resources, buildings, and reputation. Although the dynamism of his term was interrupted by World War I, his mark on the College remains. Indeed, his quarter-century rule is nostalgically remembered by many as the College's "Augustan Age."

Between the World Wars, President Frederick Carlos Ferry further strengthened the College's academic standards. After the unsettled period of World War II, Robert Ward McEwen assumed the presidency and provided strong leadership which led to a moderate but purposive increase in enrollment, curricular revision with emphasis on the physical and social sciences, and the establishment of a coordinate college for women.

In 1961, McEwen initiated a study of ways to enrich the intellectual life of the College without abandoning the intimate student-faculty relationships characteristic of Hamilton. Aided by some of Hamilton's trustees and faculty, he concluded that his goal could best be met by the establishment of a cooperating, yet independent, college adjacent to the Hamilton campus. He envisioned a coordinate relationship between Hamilton and the new college, each with a curriculum that was complementary to the other. Thus, under Hamilton auspices, Kirkland College opened in September of 1968 as the first independent women's college to be founded in the East since 1926. Named for Samuel Kirkland, Kirkland College graduated its charter class in the spring of 1972.

Academic Information

Academic Purposes and Goals
Academic Program
Academic Regulations
Honors
Post-graduate Planning



Academic Purposes and Goals

The central purpose of the College is to develop in its students an understanding of the value and uses of the intellect, and by so doing, to prepare them for a life of enrichment and constructive influence free of the twin provincialisms of ignorance and arrogance. The College wishes to advance the personal fulfillment of its students, and through them, the well-being of others. The Faculty believes that this goal can best be reached through a course of study that is neither too general nor too specialized. The College seeks young men and women of intellectual promise who share a strong commitment to Hamilton's educational philosophy, for in its collegiate community, students and faculty together carry the important responsibilities for the quality of education. The College seeks to move students beyond the acquisition of specific knowledge and skills to a wider understanding of themselves, their environment, society, and the manner in which all three interrelate.

A Hamilton education is best described as mental effort under criticism. It is an effort designed to lead to self-education and the ability to deal with the crucial problems of our time in a morally and intellectually courageous manner. The Faculty believes that liberal learning, in its breadth and depth, is the appropriate foundation for society's leaders and that it is in the reconciliation of the universal and the particular that idealism comes to terms with reality. The intimacy of Hamilton's collegiate community allows full recognition of the important differences and talents that each student brings to the College, while it assists in developing informed and questioning modes of thought.

The liberal arts education at Hamilton is more than the sum of a number of academic courses; faculty and students, in a variety of ways (both curricular and extracurricular), create a general intellectual environment that encourages the formation of essential habits of the educated person—curiosity, rigorous observation, tolerant understanding, and enlightened judgment. Although the College does not attempt to teach a specific set of values, its Faculty nevertheless recognizes its responsibility to teach students the importance of sound values and to encourage their development.

The opportunity at Hamilton for students to take their liberal education into their own hands is greater than at most colleges. Yet the freedom accorded the undergraduate here is possible only so long as students and members of the faculty see to it that the particular purposes of individual

students fit within, and thereby support, the larger institutional purpose. There are few formal requirements at Hamilton because the Faculty, primarily through formal and informal advising, asks and expects students to strive to acquire:

First, an ability to think, write, and speak clearly, with precision and cogency.

Second, an informed acquaintance with, and a critical appreciation of the ways in which knowledge of nature and man is gained through experimental or quantitative methods of analysis.

Third, an informed acquaintance with a culture other than their own.

Fourth, an informed acquaintance with the historical and social forces that have shaped the present and may shape the future.

Fifth, some understanding of, and experience in thinking about, moral and ethical problems and issues.

Sixth, an informed acquaintance with some modes of literary, artistic, or musical expression, along with canons of criticism appropriate to them.

Seventh, relative mastery of the content and methods of some particular field of knowledge so that they can define the issues of a problem, develop the evidence that can reasonably be advanced on all sides, and reach a conclusion based upon an evaluation of the evidence.

Many institutions of higher learning do not state the general goals of a liberal arts education, or do so only through an explicit set of course distribution requirements. At Hamilton, students are accorded freedom to pursue their own educational interests, but their obligation to become broadly educated is in no way lessened. Indeed, it is probably intensified, for they are forced to review periodically where they have been, where they are going, and how well their educational plan measures against the criteria set by the Faculty. Although each academic department allows a student the opportunity to specialize as a concentrator during the junior and senior years, all departments offer courses designed to meet the general goals of a liberal arts education as set forth by the Faculty of the College. A significant part of a student's development centers upon the fashioning of an appropriate sequence of courses that will address both the goals of the College and the student's own talents and taste. In this task each student is assisted by a faculty adviser.

Academic Program

The College Year

The College year at Hamilton is organized around fall and spring terms of approximately thirteen weeks and a winter term of three and one-half weeks. Students are expected to complete thirty-five courses for the degree, normally in a four-one-four pattern in the fall, winter, and spring terms of each academic year.

Students elect courses from among the offerings of twenty-two Hamilton departments and six interdisciplinary programs. For qualified upperclass students, the College's term in Washington and programs in France and Spain provide unusually rich off-campus educational experiences.

In recent years, during the winter term, the College also has offered study in England, Russia, Austria, Spain, France, and Israel. These programs are conducted by members of Hamilton's faculty, usually within the curricula of particular departments.

Academic Advising

Since the Hamilton curriculum affords students a wide range of courses and disciplines within the liberal arts, the College relies heavily on a system of academic advising designed to help students plan and choose responsibly. Each advisor is a faculty member, and every faculty member with a term of service beyond one year serves as an advisor. Members of the Board of Advisors, a group specially selected by the Dean of the College, provide guidance to students during their freshman and sophomore years. After students elect their concentration, advising becomes the responsibility of faculty members in the appropriate disciplines. Certain members of the faculty offer counsel to students preparing for various professions and careers.

During the summer before matriculation at Hamilton, students receive descriptions of courses open to freshmen. Each is asked to select tentatively four courses that are discussed with the advisor when the student arrives on campus in the fall. During the orientation period, students meet with advisors to determine a fall schedule; each student also takes a variety of placement tests and consults with departmental chairpersons to ensure that the appropriate course levels are selected. Students other than first-semester freshmen pre-register in the fall for the winter and spring terms, and in the spring for the fall term of the next academic year. At each period of academic counseling, students are encouraged to plan not only for the coming term, but for their entire period of study at the College. They are also asked to review their progress toward meeting the educational goals of the College.

Hamilton's emphasis on the importance of advising by the Faculty is distinctive among colleges and universities. The advisor is more than a casual or occasional faculty contact: he or she serves as an experienced guide and often as a mentor and friend. Moreover, after the close of each academic year, the performance and course selections of each freshman and sophomore are reviewed carefully by the student's advisor in the presence of two additional members of the Board of Advisors. This "troika" system reflects the commitment of the Faculty to a strong advising system. Students may seek additional advice about their academic programs from the office of the Dean of Students and especially from the deans in charge of academic advising for their class.

Concentration

Among the requirements for graduation is the successful completion of a concentration (major) offered by the several departments and programs of instruction. Senior Fellows are excused from this requirement (See Senior Fellowship Program). The specific disciplines and programs in which a student can concentrate are American Studies, Ancient Civilizations, Anthropology, Art (History of Art or Studio Art), Asian Studies, Biology, Chemistry, Classics, Comparative Literature, Dance, Economics, English, Foreign Languages, French, Geology, German, Government, History, Mathematics, Music, Philosophy, Physics, Public Policy, Psychobiology, Psychology, Religion, Russian Studies, Sociology, Spanish, Theatre, and Writing.

Each student must select and declare a concentration near the end of the sophomore year. The number of courses comprising a concentration normally ranges from eight to ten, depending upon the department or program. Seniors must take at least one course each term in their concentration unless granted an exemption by the department of program chairperson and the Committee on Academic Standing. Specific descriptions of each concentration appear in the entries under "Courses of Instruction." For more information, see the section entitled "Concentration" under "Academic Regulations."

Winter Term

The central educational purpose of winter term is to provide an opportunity for students to study in a way not possible during the fall and spring terms: a subject or special interest—including many not available elsewhere in the curriculum—can be explored intensively (without competition from other courses). January is a month set aside for independent research, discovery, and exploration; for choosing to study something completely new; for studying in depth and on an advanced level material central to a student's academic program; or for electing time away to integrate educational growth with career plans.

During winter term, the College awards academic credit for a variety of courses and independent studies. Winter term courses normally have regular

class meetings, papers, and examinations; winter term independent study follows the same procedures that are required for fall and spring terms. (See "Winter Term" and "Independent Study" sections under "Academic Regulations.")

Courses offered in the winter term are listed in this catalogue under "Courses of Instruction." Information about additional special courses taught by visiting adjunct faculty will be available in the fall, prior to registration for the winter term.

Students ordinarily participate in at least three of four winter terms during their academic careers at Hamilton. Although free to choose their own activity during the fourth winter term, students are advised to use it in a manner related to the general educational program. In this connection, the College encourages participation in internships, work-study programs, and career exploration during the winter term. Although academic credit is not awarded for such activities, a student may obtain from the supervisor of such a project a letter of evaluation. The Office of the Dean of Students will place the letter in the student's permanent file.

Hamilton College Junior Year in France and Academic Year in Spain

Hamilton College sponsors a Junior Year in France program. Enrollment is open to students whose preparation in French and intellectual maturity are sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To be admitted, students must demonstrate a superior academic record and an adequate knowledge of French. The program, directed in France by a member of the Department of Romance Languages, begins with a session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams, Swarthmore, and Mount Holyoke Colleges, Hamilton also sponsors a program in Madrid. This program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a superior academic record and an adequate knowledge of Spanish. Directorship of the program rotates among members of the faculties of the four collaborating colleges. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain.

Hamilton College Term in Washington Programs

Hamilton College offers a program in Washington, D.C., each term for qualified juniors and seniors. The program is directed by a resident member of the Department of Government. It consists of internships in federal legislative and executive research and writing. Students are responsible for their own living arrangements. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The Program awards four course credits toward graduation, of which two (325

and 327) count toward a concentration in Government. To qualify for the program a student must have taken at least one of the following: Government 221, 228, 250, or 331. Completion of Government 229 is recommended. The program is not restricted to those concentrating in Government. Offered in both fall and spring, it is also open to selected students from other colleges.

Senior Fellowship Program
Each spring the Dean of the College designates up to seven members of the junior class as Senior Fellows. Any student in the junior year may become a candidate by submitting a proposal for a senior year of independent study. The proposal usually grows out of earlier independent study courses and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are free of the conventional curriculum and they need not complete concentration requirements, but they may take such courses as are appropriate to their fellowship project and their educational goals. A written thesis is required at the close of the fellowship year along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Cooperative Engineering Program
To meet the needs of students who wish to combine liberal arts with education in engineering, Hamilton College has entered into cooperative arrangements with the School of Engineering at Columbia University, Rensselaer Polytechnic Institute, the University of Rochester, and Washington University. Under this arrangement qualified students may plan a combined course of study in which the first three years are spent at Hamilton and the remainder, usually two years, at a cooperating institution. Upon completion of the program, the student receives a Bachelor of Arts degree from Hamilton and an engineering degree from the cooperating institution. Full details of this cooperative program may be secured from the Dean of Admission at Hamilton.

Cooperative Law Program
Hamilton College cooperates with Columbia University School of Law to permit selected students to enter Columbia University School of Law after completion of the junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia juris doctors degree after three years of study at each institution.

Cooperative Arrangements with Neighboring Institutions
With the approval of the faculty advisor and the Committee on Academic Standing, a Hamilton student may take course work toward the baccalaureate degree at neighboring institutions. In recent years, students have enrolled in courses at Colgate University, Syracuse University, and Utica College of Syracuse University.

Williams College Mystic Seaport Program
Hamilton is one of eighteen institutions whose students are eligible to apply for the limited number of spaces in the one-semester program in American Maritime Studies taught at Mystic Seaport Museum, Mystic, Conn. The program is accredited through Williams College. Students interested in applying should talk with the Assistant Dean of the College before January 10 of the preceding year.

Study Away from Hamilton
Qualified students may, with the approval of the Faculty, spend one to three terms studying in a foreign country or at another American institution and receive full credit toward a Hamilton degree. Interested students should consult with the appropriate dean well in advance of the term or terms in which they wish to study abroad or at another institution. Seniors must be on campus for their final term except when their absence is due to their participation in a program of study sponsored and conducted by members of the Hamilton faculty. (See also "Leaves of Absence under Academic Regulations.")

Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the following requirements established by the faculty.

Course Units
Thirty-five full-credit courses (or the equivalent) must be completed with passing grades, and a grade of C minus or higher (exclusive of pass/fail elections) must be achieved in at least one-half of the courses taken at Hamilton.

Residence
A student must complete at least 18 courses while in residence at Hamilton and be in residence for the final term of study. Residence means enrollment in programs sponsored by the College, on or off campus.

Time for completion of the degree
The normal pattern for earning the baccalaureate degree is four consecutive years of study, but the requirements must be completed within seven calendar years from the date of matriculation.

Concentration
A student must complete the requirements for a regular concentration, a double concentration, or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton which are approved for the concentration.

Regular Concentrations
To enter a concentration, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration
While a single concentration is common, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the chairpersons of the departments or programs involved and the faculty Committee on Academic Standing. Normally, approval to elect and declare a double concentration is granted only when the student makes a

attendance until the next season's activity begins. In most instances the requirements are met in the freshman year.

Transfer students should register for a physical education course upon matriculation and consult with the chairperson of the Department about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of degrees

All students receive the degree of bachelor of arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College, and who are present to receive their diplomas (unless the faculty has authorized their conferral *in absentia*).

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. This acceptance of the Code covers all course work and course examinations at Hamilton College during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the chairperson of the Honor Court.

Course Election

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see Admission).

Full-time students normally elect four courses during both the fall and spring terms. During each of these terms students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing. (See also "Over-election Fee" under "Tuition and Fees.") During the winter terms students may elect only one course or independent study.

Hamilton's commitment to excellence and its need to operate within its resources both have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration and preregistration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain the permission of the chairperson of the department that offers the course.

As stated elsewhere (see "Academic Advising"), entering students make a tentative selection of courses during the summer, and then confirm or modify their choices in consultation with their advisors during Orientation. Thereafter, students register for fall term courses during the preceding spring term and for winter and spring term courses during the preceding fall term.

Independent Study

After the first term of the freshman year, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate departmental chairperson, the student's faculty advisor, and the Committee on Academic Standing. Normally arrangements are completed in the term preceding that of the independent study, and late petitions may be denied. The Faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. Independent study requires discipline and responsibility; therefore, a student normally will not engage in more than one, and cannot engage in more than two, independent studies in any one term.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in creative arts, such as poetry, fiction, musical composition, or visual arts.

The College recognizes that an internship or an apprenticeship experience can be a valuable supplement to a student's academic program. Students beyond the freshman year (eight courses) who are in good standing are eligible to engage in such internships and apprenticeships. Academic credit is not normally awarded for these off-campus experiences. Under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing off-campus internships and apprenticeships approved by the College may at the same time be enrolled for independent study credits according to the general policies that govern independent study at the College.

Independent Coverage of Course Work

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding term.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental chairpersons, the faculty advisor, and the Committee on Academic Standing. Both the department and the Committee must certify that the work has been successfully completed by a written examination. The fee for independent coverage is $350, except when undertaken during a term in which the student is enrolled full-time, in which case the independent coverage counts as one of the thirty-seven courses available to the student through the payment of regular tuition.

Course Changes for Fall and Spring Terms

A student may change (add or drop) courses during the first four calendar days of fall and spring terms after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

After the first four calendar days of either term, a student who is taking four or more courses may drop a course without penalty *up to one week after mid-term*, provided he or she has the approval of the advisor and of the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Over-election Fee").

After the drop deadline, a student may drop a course without the penalty of failure *only* if approval to do so is granted by the Committee on Academic Standing. Only extraordinary circumstances warrant the Committee's approval of such a request.

Winter Term Regulations

Successful completion of a winter term course or independent study is counted as one of the 35 courses required for graduation. The grade earned is included in the student's cumulative average. No student may take more than one course or independent study in any winter term.

Independent studies are approved by the same procedures that apply for the fall and spring terms. A student who wishes to register at another institution during winter term may do so provided that the chosen course of study has been approved by the Committee on Academic Standing (see "Transfer of Credit" below). Failures incurred during this term may be made up in the same way as any other failure: over-election, summer school work, independent coverage, or advanced placement credit.

Students may change courses during the first two days of winter term. A winter term course may be dropped until mid-term. No penalty is assessed for dropping a course except that the election counts toward the 37 courses a student can elect without extra charge. After mid-term, a student may drop a course without the penalty of failure *only* if approval is granted by the Committee on Academic Standing.

No rebate on tuition will be made to a student who does not elect or who chooses to drop a winter term course or independent study.

Grades

A student's academic performance is graded by the instructor at the close of the term with one of 14 grades. Each of these grades has a numerical equivalent which is used to determine a student's average and standing in class. The lowest passing mark is D minus.

The letter grades with their numerical equivalents are shown below:

Excellent	=	A+	(98)	A	(95)	A−	(92)
Good	=	B+	(88)	B	(85)	B−	(82)
Satisfactory	=	C+	(78)	C	(75)	C−	(72)
Poor	=	D+	(68)	D	(65)	D−	(62)
Failure	=	F	(55)				
Serious Failure	=	FF	(40)				

After the end of the term, reports of final grades are sent by the Registrar to the student, the advisor, and the student's parents or guardians.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a pass/fail basis, standing in the course is represented by the notation of P* (pass) or F* (fail). When an independent study or an appropriately designated course is carried for two terms, the grade reported at the end of the first term is tentative. The grade assigned by the instructor at the end of the second term becomes the final mark for both terms.

Failure in a course

Students who fail a course may repeat that course; however, if the failed course is repeated, both grades will be included in the cumulative average. A failed course may not be counted toward the 35 course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

A student who is willfully and consistently neglectful of assigned work in any course is reported by the instructor to the Committee on Academic Standing. The Committee may then remove the student from the course and direct that a grade of failure in the course be entered on the student's record.

Grades of incomplete and grade changes

No grade of incomplete may be reported by an instructor without the approval of the Committee on Academic Standing. Such approval is given rarely and only for circumstances beyond a student's control such as medical or family emergency. Approval permits the student to complete the required work for the course no later than six weeks from the end of the term for which the grade of incomplete was assigned.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the Committee on Academic Standing.

Pass/Fail Option

To encourage greater breadth in course election, the faculty has adopted a rule that allows a student to elect four courses over the four-year period on a pass/fail option. No more than one such option may be exercised in any

warnings. A student who receives two or more such warnings in the same term must consult with the dean in charge of academic advising for his or her class.

Class Standing

The Registrar's Office determines class standing by the number of courses a student has completed satisfactorily: freshman (1 through 7 units), sophomore (8 through 16 units), junior (17 through 26 units), and senior (27 units and above).

Separation from the College for Academic Deficiency

The Committee on Academic Standing is charged with administering these regulations in consultation with advisors and instructors.

At the end of each term, the Committee on Academic Standing examines the record of each student. Students who are judged to have performed significantly below their academic potential will be warned. Unless an exception is made for unusual circumstances, the Committee will normally *suspend* from the College students who have:

1. failed to pass at least half of the courses carried during the term
2. accumulated failures in a total of five courses
3. incurred a third probation.

A student who is suspended from the College for academic deficiency is notified in writing of the Committee's decision, the reasons for suspension, and the conditions under which he or she will be considered for readmission.

The Committee may *expel* a student from the College for reasons of academic deficiency. Expulsion means that the student may not be readmitted and will have no further opportunity to qualify for a Hamilton degree. A senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration will be expelled. In addition, a student suspended from the College for academic deficiency who is readmitted and who again warrants suspension on the basis of academic record will normally be expelled from the College.

Academic Probation

The Committee on Academic Standing will place on academic probation for the succeeding term of attendance a student whose sub-standard achievement is reflected in the term's final grades in at least one of the following ways:

1. failure in two courses in the term
2. failure to earn grades of C minus or higher in at least two courses
3. failure of a junior or senior to maintain a cumulative average of 72 or higher in those grades earned since junior status
4. failure in any course by a student on probation.

A student who is on academic probation is ineligible for any prize competition. The Committee on Academic Standing may prevent or limit such a student's participation in intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered

undergraduate organizations. A student readmitted to the College after being suspended for academic deficiency will be placed on academic probation for one term.

If the achievement of a senior is sub-standard during the final term at Hamilton, the senior's degree may be withheld upon the recommendation of the Committee on Academic Standing.

Permanent Record

Effective July 1, 1979, a student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judiciary Board and the Committee on Student Activities (social infractions), or the Honor Court and the Academic Council (academic fraud) shall have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "separated from the College on (date) _____ for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three terms of study in an approved program overseas or at another American institutions or may receive credit for part-time study while on leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transfer credit can have a significant effect on the meaning and value of the Hamilton degree. The College considers transfer credit a privilege, rather than a right, and evaluates carefully the merits of all transfer credit petitions.

The conditions for transfer credit are as follows:

1. Students planning study away from Hamilton should complete the transfer credit petition and receive the approval of their advisor and the appropriate chairpersons well before leaving campus. Students who change their programs after leaving campus should seek approval of substitute courses upon their return, but may discuss substitutions in their programs with the deans in charge of academic advising by mail or telephone.

2. All students planning to study abroad must first discuss their plans with the deans in charge of foreign study, preferably by the middle of the preceding term. Normally, only students with a B minus or better average will receive an approved leave of absence for foreign study.

3. Courses must be taken at an accredited institution and must be considered by Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions, and upperclass students must receive special permission to transfer courses from two-year institutions.

4. Each course must be approved by the chairperson of the Hamilton department or program that would offer the course here. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton

department or program, the Committee on Academic Standing will determine its acceptability. If a course can apply toward your concentration or minor, the appropriate department chairperson should indicate this.

5. Grades must be the equivalent of C minus or higher, or must follow the rules for pass/fail as stated in the Hamilton catalogue.

6. A maximum of seventeen units taken elsewhere may apply toward a Hamilton degree. Normally, no more than two course credits will be granted for study during a summer.

7. Seniors must take their final term at Hamilton College.

8. The Committee on Academic Standing grants final approval of all transfer credit petitions and will consider requests for exceptions to the above conditions.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. Courses taken on a pass/fail basis will be accepted and will count toward the maximum number of pass/fail elections allowed Hamilton students.

Transfer credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript with the grade assigned by the awarding institution; the grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs. Transfer credit may not be used to satisfy the baccalaureate requirement that half of the courses taken at Hamilton must have grades of C minus or higher.

Foreign students who enter Hamilton as freshmen and desire transfer credit for work done at a foreign college or university should consult with the Office of the Dean of Students during their freshmen year.

Transfer Students

Transcripts of college work to date will be reviewed by the Office of the Registrar, in consultation with the Committee on Academic Standing, to determine the course units that will be accepted toward graduation credit. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program (18 courses) at Hamilton to receive a Hamilton degree.

When the transcript has been received, the Registrar will send the transfer student a statement of accepted courses and will enter the courses and grades on the student's Hamilton record.

All transfer students must take the proficiency examination in English composition; consult with the Department of Physical Education regarding completion of the physical education requirement; and, if awarded junior standing, declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first term of the sophomore year. The Committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence and Withdrawals

A student may withdraw from the College for an academic, personal, or medical leave of absence. Such students are entitled to return to the College only if they clear their withdrawal with the appropriate dean (see below).

Students who withdraw from the College or go on leave for an unspecified period of time must apply to the Office of the Dean of Students for readmission (see below, "Readmission"). Students who are on an approved leave of absence for a specified period of time may return at the end of that time if they preregister and return the other required forms.

Academic Leave of Absence

A student who plans to pursue a full-time academic program either overseas or at a U.S. institution may apply for an academic leave of absence by consulting with the deans in charge of academic advising. Procedures for obtaining approval of the proposed course of study and securing transfer credit are described in the section above, "Transfer of Credit to Hamilton for Study Away."

Personal or Medical Leaves of Absence

A student may gain approval for a personal or medical leave from the Dean of Students.

Continuation at Hamilton

A continuation fee (see "Tuition and Fees"), deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by April 1 of each year. Students may not preregister for fall courses unless the fee has been paid. Students who fail to preregister will be assumed to be withdrawing from the College and may not participate in the room lottery. In order to be eligible to return to Hamilton, such students must file the appropriate withdrawal form with the Office of the Dean of Students (see "Leaves of Absence" above). Students with an approved leave of absence for the following fall are not required to pay this fee.

Students whose plans are uncertain should pay the fee and notify the Office of the Dean of Students by April 1 that their plans for the fall term

may change. The continuation fee can be refunded as late as June 1 if the student decides not to continue in the fall.

Preregistration for fall courses takes place in early April. All students who plan to continue in the fall must preregister by the published deadline.

Readmission

Students who have been suspended or who have taken leaves of absence for an indefinite period of time must apply to the Office of the Dean of Students for readmission no later than June 1 for the fall or November 1 for the winter and spring terms.

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act (Buckley Law) are described in the Appendix.

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships, and prizes are described in the Appendix of the Catalogue. A list of those awards presented in 1980-81, along with their recipients, follows the descriptions.

Commencement Honors
Those students who complete the entire college course with a standing in the first five per cent of the graduating class will earn general honors and receive the baccalaureate degree *summa cum laude*; those in the next ten per cent, *magna cum laude*; and those in the next ten per cent, *cum laude.*

The two students who attain the first and second highest standings for the college course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have studied at Hamilton College for at least three years.

Departmental Honors
Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses which satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. These criteria are listed in the departmental entries which appear in the section on Courses of Instruction.

Dean's List
The College also recognizes academic achievement at the conclusion of the fall and spring terms. At these times, the Dean of the College makes public the names of those students in each class whose academic averages for the term were 90 or above.

Phi Beta Kappa
The Hamilton College Chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for intellectual distinction. In the fall, the chapter may choose not more than ten seniors having especially distinguished records during their first three years. Other seniors are elected in the spring and at Commencement time. Transfer students may be elected on the basis of two years' grades in Hamilton courses. Except by unanimous consent of the chapter, not more than one-tenth of the class may be chosen. In examining the academic records of candidates for election, the chapter takes into consideration their fulfillment of the academic purposes and goals of the College.

The Society of Sigma Xi
The Hamilton College Chapter of the Society of Sigma Xi, the national honor society in science, was installed in 1965. The Society's purpose is to encourage original investigation in science, pure and applied. Students who show marked aptitude for research are eligible for election to associate membership. Nominations are usually based on the student's performance in the Hamilton Independent Study program.

Phi Sigma Iota
Iota Nu, the Hamilton chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Psi Chi
The Hamilton Chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate, and maintain scholarship of the individual members in all fields, particularly in psychology.

Fellowships, Prizes, and Prize Scholarships
In addition to the honors listed in this section, the College awards fellowships, prizes, and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general course work, or in an essay or another exercise. A few prizes recognize personal character or service to the college community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.

Post-graduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist its students in their plans for post-graduate study and employment. The members of the Office of the Dean of Students, and especially the Associate Dean in charge of advising juniors and seniors, regularly advise students on post-graduate planning, as does the Director of the Career Center. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately forty per cent of the men and twenty-five per cent of the women have entered graduate or professional schools directly after college. Since many Hamilton students undertake post-graduate study, proper education for such work is an important aim of the curriculum. About forty per cent of recent seniors elected to take jobs after graduation. As they begin to plan for their post-graduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center, located in the Kirner-Johnson Building, offers a number of workshops and services to assist students in exploring career options, preparing for job searches, and planning for graduate and professional schools. It arranges career seminars, campus visits by employers and representatives of graduate and professional schools, and a program of vocational advice and assistance from alumni. The office maintains an extensive library of reference books and catalogues concerning graduate study in the United States and abroad, as well as information on internships, volunteer programs, summer employment, and off-campus academic programs. The Center also aids students in finding part-time employment during the academic year. Finally, the Center acts as a clearing house for students who wish to establish a permanent file of credentials.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the chairperson of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know what courses will enable them to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful toward graduate work

in chemistry. A student considering geology as a concentration should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist, and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish, or a non-western language will be helpful.

Whatever the interests may be, a student contemplating graduate work should consult the catalogues of major universities for the requirements. The knowledge so gained will permit useful planning in consultation with the appropriate departmental chairman.

Health Professions

Virtually all accredited medical and dental schools require one year of biology, two years of chemistry, and one year of physics. Further requirements and recommendations are extremely varied. Those for schools of Veterinary Medicine are generally more rigid, those for Nursing and the Allied Health Professions often more flexible. Students interested in any of these careers are invited to consult with the Health Professions Advisory Committee as they plan a course of study to meet requirements for admission to the schools of their choice.

Law

In recent years many Hamilton students have entered law school immediately upon graduation. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by a Pre-Law Committee composed of faculty members and the Director of the Career Center.

Teaching

Hamilton is proud of the number and quality of its graduates who are school administrators and teachers. Students interested in a career in primary and secondary school teaching should plan their course of study so as to prepare themselves for entrance in a post-baccalaureate MAT Program. The Associate Dean in charge of advising juniors and seniors serves as advisor to such students.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-

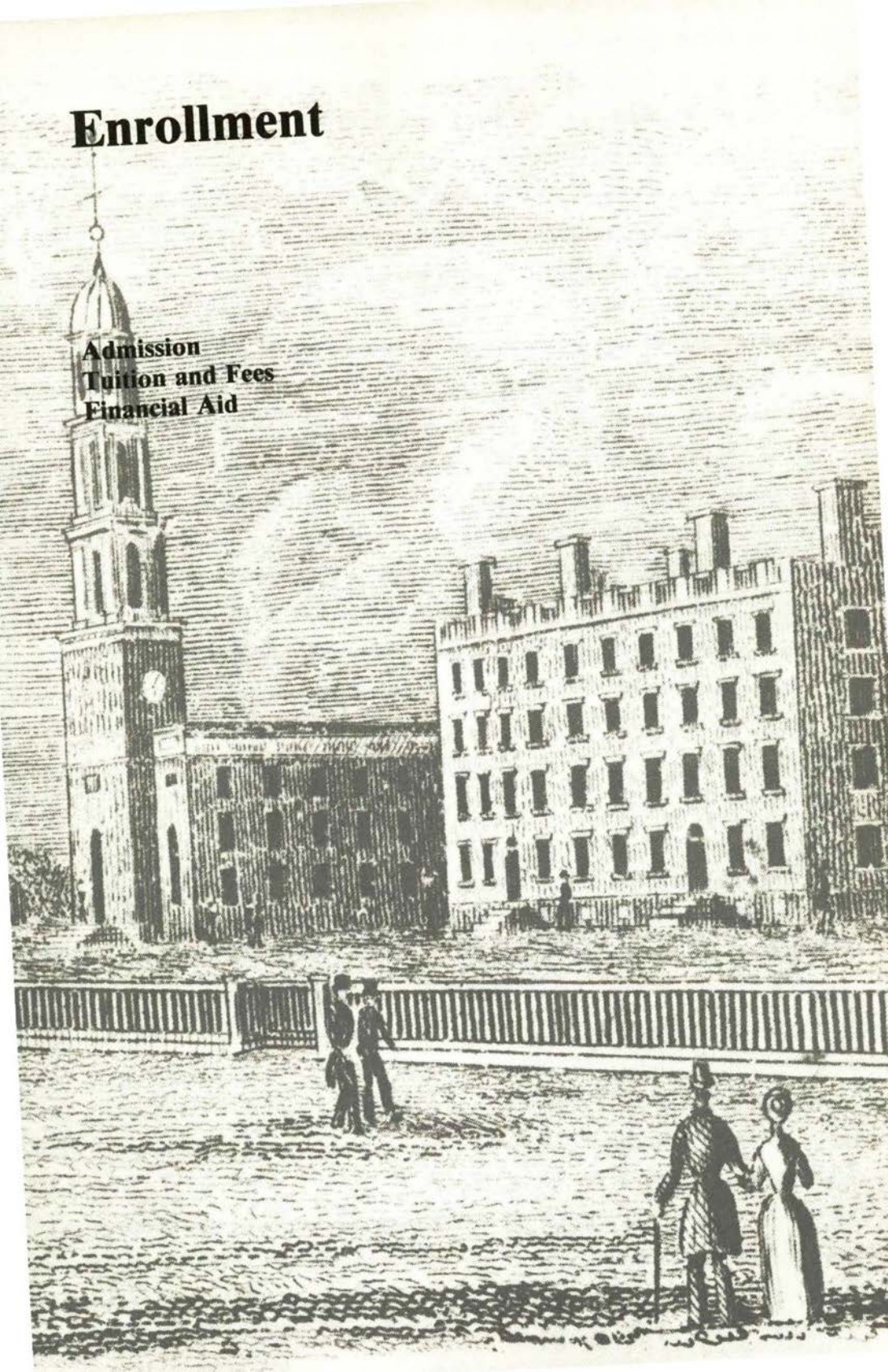
developed skills in reading, speaking, and writing; a wide choice of courses; and concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of business administration are strongly advised to take mathematics at least through the calculus.

Engineering

Please see Cooperative Engineering Program (under "Academic Program").

Enrollment

Admission
Tuition and Fees
Financial Aid



Admission

As a liberal arts institution, Hamilton encourages applications from young men and women of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on their capacity to enrich college life in some fashion—be it scholastic or extracurricular.

The Admission Board, composed of sixteen members of the faculty and administration, reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive. In choosing between clearly qualified candidates, the Board will give some preference to sons and daughters of alumni, as well as to applicants from geographic regions not already well represented in the College. The Board also seeks to identify talented students from minority groups or from backgrounds unfavorable to the development of academic potential.

Requirements for Admission

A student at Hamilton needs the same learning skills that are fundamental to any liberal arts education. The candidate should, therefore, complete a formal secondary school program of at least sixteen units, including such preparatory subjects as English, mathematics, foreign language (ancient or modern), science, and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, two years of science, and three years of *one* foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

Some courses of study at the collegiate level may place a special emphasis on certain secondary school subjects. For example, candidates who intend to pursue a foreign language at Hamilton are urged to study it during their senior year of secondary school. Similarly, prospective students planning to enter the Cooperative Engineering Program are advised to concentrate on mathematics and the physical sciences. In all instances, Hamilton encourages applicants to design a challenging academic program for their senior year, during which time they should enroll in at least four college preparatory courses.

The deadline for submitting applications is February 1.

So that the Admission Board can compare applicants with their peers, candidates are asked to submit results from either the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT Test Battery of the American College Testing Program. That candidates submit the results of any three achievement tests of the College Entrance Examination Board is also recommended. All testing should be completed no later than February of the calendar year in which the student wishes to enroll.

Because of the College's interest in each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled between May 1 of the junior year and February 15 of the senior year. The candidate should write or telephone the Admission Office (315-859-4421) to request a specific date for an appointment. Because interview slots are limited and are often booked months in advance, students are urged to call for an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9:00 a.m. to 4:00 p.m. The office is also open on most Saturdays from 9:00 to 11:30 a.m. from September through February 15, but candidates are encouraged to visit the campus on a weekday if possible. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumnus or alumna of the College may be arranged. An off-campus interview should be requested in writing as early as possible during the senior year.

A campus visit should involve more than just an interview. Ideally, the candidate will take a tour of the campus which accompanies each interview appointment. Applicants are also encouraged to visit classes, talk with faculty and students, and eat in one of the dining halls. Overnight accommodations are available with student hosts or in the Bristol Campus Center. In either case, the Admission Office recommends that students make reservations ahead of time and will be glad to assist them.

Early Decision

Candidates convinced that they will attend Hamilton if accepted and applying between July 1 and February 1 may request an early decision. Applications completed on or before December 1 will be reviewed at that date, with candidates receiving notification on December 15. Candidates who complete their applications after December 1 will be notified within two weeks of the receipt of their final form. The candidate should understand that, if admission is offered, no applications to other colleges should be made. If other applications have already been submitted, they should be immediately withdrawn. For this reason, candidates should not request an early decision unless absolutely certain that Hamilton is their first choice. If the candidate requests financial aid as well, admission and aid decisions will be announced simultaneously.

Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end

of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon receipt of the required registration deposit of $100. Candidates requesting deferred admission should understand that, like applicants for early decision, they will be expected to attend Hamilton.

Admission with Advanced Placement

Entering freshmen who score satisfactorily on the Advanced Placement tests given by the College Entrance Examination Board may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement and/or credit. Information on these tests can be obtained from the College Entrance Examination Board. In addition, entering students previously enrolled in early admission, enrichment, or similar college-level programs offered by two- or four-year colleges may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, course credit, or both. Such credit, however, is usually granted only for course work taken on college campuses with regular college faculty in competition with college students.

Common Application

Hamilton, together with many other colleges, accepts the Common Application Form available in many secondary schools. Like all other applicants, students who submit the Common Application Form are also asked to supply a sample of their expository writing and are strongly encouraged to visit the campus for a personal interview.

Higher Education Opportunity Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), designed to provide a wide range of services to qualified applicants who, because of educational and economic circumstances, would otherwise be unable to attend college. These services include a summer session in preparation for admission to the College, counseling, and tutoring. Hamilton College financial aid funds are available to students admitted under HEOP. For further information, applicants should contact the Director, Higher Education Opportunity Program, Hamilton College.

Transfer from other Colleges

The College is interested in the well-qualified, highly motivated student who wishes to transfer to Hamilton from another institution. Because of the College's graduation and residency requirements, no transfer student can be admitted as a member of the senior class.

Transfer candidates should submit official records of all collegiate work accompanied by two letters of recommendation, one of which must be from

the Dean of Students at the institution most recently attended. The deadline for transfer applications is March 1; admission decisions are mailed in mid-April. Special consideration is given to graduates of junior or community colleges. Financial aid is available to accepted transfer students who demonstrate need.

Foreign Students

Hamilton wishes to attract a student body which is geographically diverse. Therefore, applications from superior students from other countries are encouraged. Normally foreign students are asked to complete a preliminary application to estabish that they are qualified for admission. Foreign students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their first language is not English and if they have not been educated in English. Some financial aid is available to foreign students demonstrating need.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program at the Admission Office.

Applicants are initially accepted as either full- or part-time students in the program, which of itself offers no degree. Each has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation.

The Hamilton Horizons Program provides older students with the same educational opportunities offered its regular undergraduates. The program offers no discrete courses for adults, no evening or special weekend courses, and no adjunct faculty. Instead, Hamilton's existing facilities are available to and shared by all.

Tuition and Fees

A college education of the kind offered by Hamilton is necessarily expensive—so expensive that tuition represents but one-half the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends, and foundations. Yet, even though the individual expense is thus substantially reduced, nearly forty percent of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities, and loans established to further defray the high cost of education. For detailed information, please refer to the Financial Aid section of this catalogue.

Charges for a year at Hamilton, including tuition and fees, board, and room, total $9,300. Beyond this, a student will need an additional $200-250 to cover the cost of books and supplies, plus approximately $400 for personal expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee
A non-refundable fee of $25 must accompany each application for admission.

Registration Deposit
A non-refundable deposit of $100 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Guarantee Deposit
An initial guarantee deposit of $50 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Tuition and Other Charges for 1981-82

Tuition and Fees	per year	$7,050
Room (dormitory)	per year	1,050
Board (in College dining halls)	per year	1,200

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is determined solely by course load, at a rate of $875 per course.

Overelection Fee

Four year's tuition entitles the student to 37 courses—two more than are required for graduation—taken at anytime during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 131-132, Music 141-142, and Music 231-232) pay an overelection fee of $875 per additional course.

Room and Board

The charges listed above apply only to those students who live in College dormitories and eat their meals in College dining halls. Rates for room and board in fraternities are determined by each house.

The College asks that all unmarried students not residing at home live in either a College dormitory or a fraternity house; exceptions to this policy may be granted by the Assistant Dean of Students. College rooms are furnished with a 6'6" bed and mattress, desk, chair, and dresser for each occupant. Any student who moves from his or her dormitory to a fraternity house before the second week in the term has ended will receive a rebate. Because of dormitory financing commitments, however, students who move after this time will not be so entitled.

Students who elect an alternate meal plan (i.e., a plan offering fewer than 19 meals per week) will receive a rebate of $50.00 on their board bill, provided the Assistant Dean of Students is notified within two weeks of opening date of the term. Students permitted to provide their own board will be assessed a service charge of $40 each term for this privilege. Students who will be off-campus during the month of January for winter term may apply at the Business Office prior to the end of the fall term for a board rebate (approximately $65.00).

Continuation Fee

A continuation fee of $200, deductible from the fall bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be charged to the student's account in March, to be paid on or before April 1. Students may not preregister until the fee is paid. It is non-refundable after June 1.

Medical Service

Services include professional care, medicines, treatments, and X-rays at the College Health Center. Such services are free, except medications and diagnostic tests that exceed $3.00 during the course of routine prescribed treatment. Board for in-patients not on the College meal plan is charged at the regular College rate.

Group Accident Insurance
Accident insurance is extended without separate charge to all regularly enrolled students.

Coverage under both the Basic and the Major Medical Plans runs for nine months, from September through May, and affords protection against all accidents, whether sustained at the College or elsewhere. Treatment must commence within 180 days of the accident. All bills for charges accumulated during a given treatment must be presented to the College within two years of the incident.

The Basic Plan will furnish up to $500 for any medical or surgical treatment, including hospitalization; for the services of trained nurses; and for other medical expenses that may be required as the result of an accident. Excluded, however, are the costs of eyeglasses, hearing aids, and examinations for the prescription and/or fitting thereof.

For treatment of any injury *not* sustained during approved athletic events, the student will provide the first $50. Thereafter, the Basic Plan will take effect as described above. Participants in varsity or approved intramural sports are not subject to this deductible clause.

In addition to the Basic Plan, the College maintains a Major Medical Plan, under which the insurance carrier will pay eighty percent of the expenses in excess of $500 and up to a maximum of $7,500 per accident.

Other than those provisions described above, the College assumes no responsibility for medical or health services to its students.

Independent Coverage Fee
A fee of $350 is charged for an approved independent coverage of a course. (See Independent Coverage of Course Work under Academic Programs.)

Music Fees
Private vocal and instrumental instruction is available during the fall and spring terms. The student may choose between two alternatives: ten weekly half-hour lessons for $90.00, or ten weekly hour lessons for $180. During the Winter Term, instruction is available at $9.00 per half-hour, $18.00 per hour. Students on scholarship are entitled to financial assistance and can obtain the necessary information from the Director of Financial Aid.

Charges for Damage
The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual dormitory damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of the academic year.

Payment of Bills
One half the annual charges is billed in July; the other half, in December. Both are mailed to the student's home address for payment on or before August 15 and January 15, respectively. During the academic year, all other

bills are mailed to the student's campus address and are due by the last day of the month.

Numerous lending organizations and banks offer plans by which to finance tuition and fees. Such plans allow for payment periods of up to 72 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have grades recorded, or obtain a transcript.

All refunds to a student withdrawing from the College are based on the date on which the student, parent, or guardian notified the Dean of the College of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily, or due to illness, or who are dismissed during any semester is stated below. No other refunds are possible.

Tuition and the student activity fee are refunded as follows:

1. Withdrawal or dismissal during the first two weeks of the semester: 80 percent.
2. Withdrawal or dismissal during the first four weeks of the semester: 40 percent.
3. Withdrawal or dismissal during the first six weeks of the semester: 20 percent.
4. After six weeks: no refund.

Room charges will not be refunded if a student withdraws after the start of classes. Board charges will be refunded on a *pro rata* basis.

Students who feel that any fee or refund has been incorrectly computed may appeal to the Chief Business Officer.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes grants, part-time employment, and long-term loans. Through such financial assistance, it adds depth to the student body, attracting individuals of diverse interests and backgrounds. Although any candidate for admission is eligible to apply for financial aid, awards are made solely on the basis of need.

Hamilton is a member of the College Scholarship Service of the College Entrance Examination Board. To assist the College in determining an applicant's need for financial aid, the Service uses the Financial Aid Form—the only form that need be filed by an entering student. If received by the Service prior to February 15, 1980, it will ensure the candidate consideration for any Hamilton scholarship or federal awards administered by the College to which he or she might be entitled. This form may be obtained from a secondary school or from the College Scholarship Service, Box 176, Princeton, N.J. 08540, or Box 1025, Berkeley, Calif. 94701. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, N.Y. 13323. In lieu of the Financial Aid Form, the College will also accept the Need Analysis Form of other services approved by the United States Office of Education, including American College Testing and Financial Aid Service.

An application for financial aid cannot be considered until the candidate also has applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are re-evaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must file an application with the Director of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, the number of family members in college, medical expenses, and other circumstances which may affect a family's contribution toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton scholarships, loans, or jobs; New York State

and Federal scholarships, grants, and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton scholarships are supported by endowed funds, established through the generosity of alumni and friends, by annual grants, and by the College's operating budget.

General Scholarships

Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of academic and personal promise as well as on the degree of financial need.

Grants of this sort are supported by the income from more than seventy endowed scholarship funds, from annual grants, and by the general funds of the College. Stipends range in amount from one hundred dollars to total expenses and are awarded on the basis of need. (See the Appendix for a partial list of General Scholarships.)

Special Scholarships

To be eligible for these scholarships, a student must demonstrate financial need and meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for the children of secondary school teachers; for students transferring or graduating from New York State community colleges; for residents of certain geographic areas; for foreign students; and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see listings in the Appendix.)

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled at the College, whether it be excellence in course work or the demonstration of good character and campus citizenship.

Since the recipients of prize scholarships usually must be eligible for financial aid, most Prize Scholars will already be recipients of unfunded grants from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

College Loans

The Theodore M. Pomeroy Loan Fund, established in 1916 for the purpose of assisting worthy students, is now valued at approximately $25,000. Loans granted to seniors are repayable within three years of graduation (interest at three per cent computed from the time the student leaves college), and by other students before returning to college the following fall with interest at three per cent charged from the time the loan is made.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess of Utica. Income from the fund will be loaned to deserving students in need of financial assistance. According to the terms of the will, "Before any loan is granted to any student, said student shall agree to repay the loan so made to him and to begin to make payments on said loan within two (2) years after his graduation or on entering his life work and to complete repayment of said loan within five (5) years after graduation or on entering his life work, with interest at five per cent (5%) per annum to commence at his graduation or on entering his life work."

The Elmer C. Sherman Loan Fund, effective in October, 1963, was established under the will of Ida M. Sherman in memory of her husband, a member of the class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged on these loans. The entire loan must be repaid within three years after graduation.

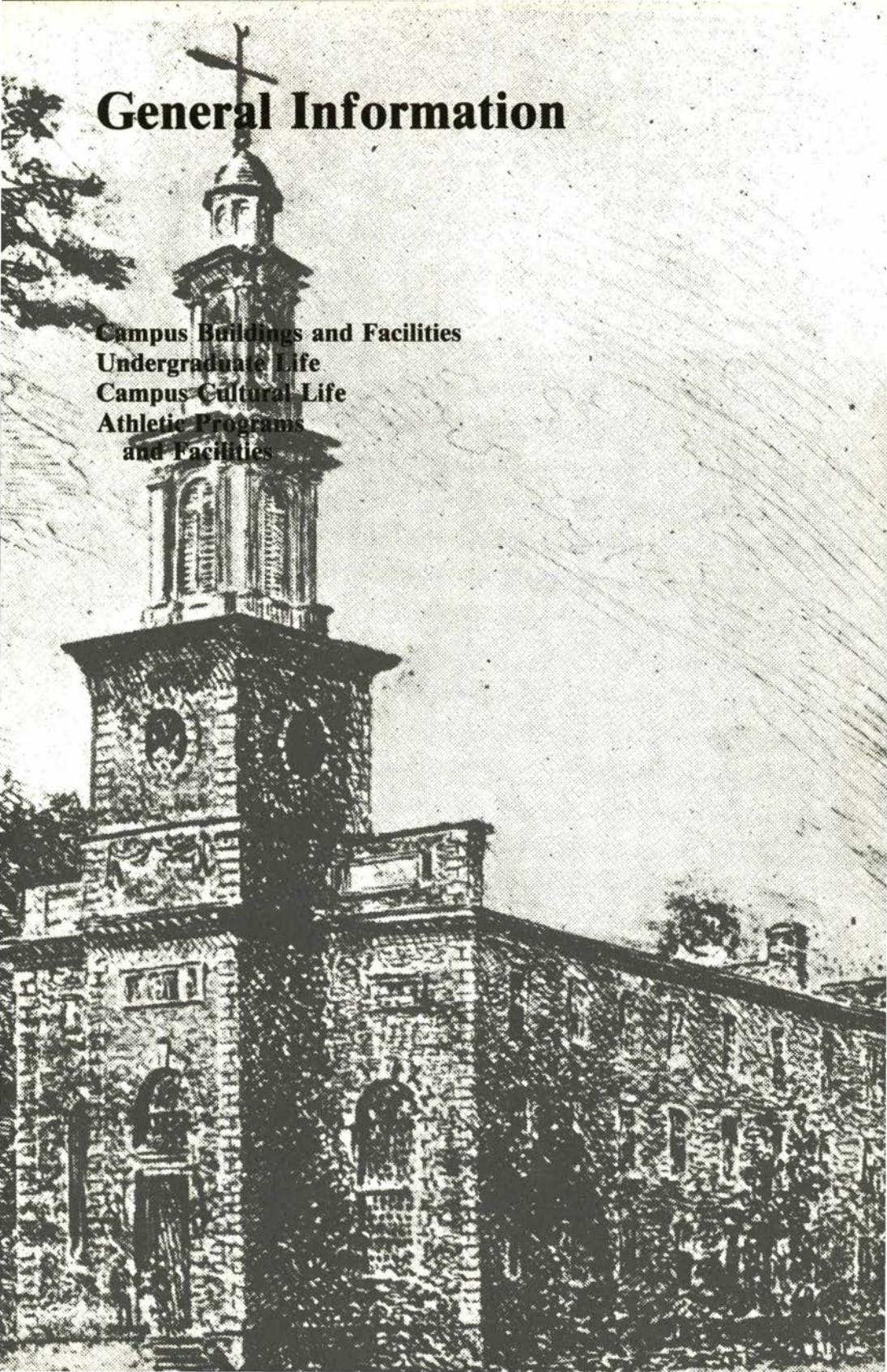
Student Employment

The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, are under the supervision of the Career Center. (See the Appendix for additional information.)

Federal and State Scholarships and Grants

A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the Appendix.

General Information



Campus Buildings and Facilities
Undergraduate Life
Campus Cultural Life
Athletic Programs and Facilities

Campus Buildings And Facilities

Buildings and Grounds

In all, Hamilton owns more than 1,500 acres of woodlands, open fields, and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Root Glen, gift of Mrs. Edward W. Root in 1971 and for many years beautifully tended under her devoted supervision, is remembered by all who have strolled its shale paths. The College is spread over two campuses: the original campus arranged in two compact quadrangles, now called the Stryker Campus, and the adjacent Kirkland Campus, just south of College Hill Road, which was constructed in the late 1960s.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years Chairman of the Board of Trustees, this modern facility provides Hamilton with one of the finest small college libraries in the nation.

The Library contains more than 350,000 volumes, and the collection is constantly expanding with new acquisitions in response to ever-changing academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences, and the humanities. A separate science collection is maintained in a special library in the Science Building. In addition to books, the Burke Library regularly receives approximately 1,800 different periodicals, together with an ever-increasing amount of microform material. Additional material for research purposes is available through interlibrary loan arrangements with other libraries.

Students have free access to the collection, and a program of instruction familiarizes them with library resources and services as well as research techniques. Study carrels are provided for students preparing term papers or engaged in independent projects.

Among the Library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, the McIntosh Collection in women's studies, and the Alumni Collection of books written by and about graduates of the College. In addition, an area of the first floor of the Library contains easy chairs and a collection of books selected for leisure-time reading. Seminar rooms for small classes and an audio-visual services center are also located in the Library.

Classrooms, Laboratories, Offices

Benedict Hall (1897)
The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, the building houses faculty offices and classrooms.

Kirner and Johnson Buildings (1972)
Located on the Kirkland Campus, these connecting buildings are used extensively for both academic and extracurricular purposes. The Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, houses the Offices of the Dean of the College, the Dean of Students, and the Higher Education Opportunities Program (HEOP); and the Departments of Anthropology, History, and Sociology. In addition to several classrooms, it also contains two auditoriums. Within the adjacent Johnson Building, named for Virgil E. Johnson, are the Office of the Registrar and the Career Center, and the Departments of Economics and Government.

List Art Center (1969)
The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts on the Kirkland Campus, has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; a rehearsal hall, a studio for electronic music, teaching studios, and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and faculty offices.

Root Art Center (1804)
Originally an inn called Lee's Tavern and later home of the Root family for more than a century, the Root Art Center is one of the oldest buildings on the Hill. Opened in 1958 and named for the art collector Edward W. Root, the Center contains art galleries, offices and classrooms for the Music Department, listening rooms, and a record library.

Root Hall (1897)
Given by Elihu Root, Class of 1864, in memory of his father, Oren, Professor of Mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the Departments of Comparative Literature and English.

Saunders Hall of Chemistry (1903)
Rebuilt and enlarged in 1930, the building was again renovated in 1978 and renamed in honor of Arthur Percy Saunders, long-time Professor of Chemistry and former Dean of the College. It houses an auditorium, classrooms, offices, and laboratories—included among which is the Bristol-Myers Laboratory.

Science Building (1925)
Enlarged in 1965, it contains offices and laboratories of the Departments of Biology, Geology, Physics, and Psychology, as well as two auditoriums. It

also houses the Oren Root Mineralogy Collection, the nucleus of which was assembled *circa* 1850 by Mr. Root and which now consists of more than 100,000 specimens of fossils, rocks, and minerals.

Silliman Hall (1889)
The gift of Horace B. Silliman, Honorary 1890, and originally the College YMCA center, it houses faculty offices, classrooms, and the language laboratory.

Computer Center

The Hamilton Computer Center provides students with access to the type of facilities normally found only at much larger institutions. The Computer Center occupies part of the lower level of the Burke Library. It houses an NCR Criterion computer system with an around-the-clock connection to Cornell University's IBM 370/168 system, which serves the College's academic and administrative needs. Students have access to Cornell's facilities through a remote job entry connection and interactive terminals. In addition, numerous mini- and microcomputers are located in the Computer Center and around the campus.

The Center instructs both students and faculty in the use of the system, and assists them in their projects. Courses using the computer are presently found in Biology, Chemistry, Economics, Government, History, Mathematics, Physics, Psychology, and Sociology. Over one third of the students use the computer each year.

The Observatory (1975)

The Hamilton College Observatory has enabled the College to revive a tradition in astronomy which dates back to the 1850s. At that time, Hamilton had the second-largest telescope in the United States, presided over by Professor Christian H.F. Peters, an eminent astronomer of his day.

Made possible through a gift of Elihu Root III, the observatory houses an 11 1/4" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space and shelter for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. In May 1980, Hamilton received a national award from the Academy for Educational Development for the innovative and energy-saving design of the solar classroom. The observatory is off College Hill Road, on Peters Road, a quarter-mile from the campus.

The Chapel (1827)

Designed by architect Philip Hooker, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts, and college assemblies.

Minor Theater (1872)

Originally Perry Hiram Smith Hall, it served as Hamilton's first library and was later the college infirmary. It was converted to a theater in 1962 through the generosity of the late Clark H. Minor, Class of 1902 and former Chairman of the Board of Trustees. It is now used for student productions and College-sponsored work in drama. The studios of the student-operated radio station, WHCL-FM, are found in the basement.

Athletic Center

With the completion of the fieldhouse in 1978, the Athletic Center was created, providing Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. The fieldhouse is connected with the Russell Sage Hockey Rink, one of the first structures of its kind to be built on a college campus, and the recently renovated Alumni Gymnasium, which was originally dedicated in 1940 (see Athletic Program and Facilities).

Bristol Campus Center (1965)

The William McLaren Bristol Campus Center is a four-story student activities building named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include a snack bar, six bowling lanes, billiards, table tennis, a book store, a laundromat, lounges, meeting rooms, offices for student organizations, and guest rooms. In addition, the building provides gallery space for several art exhibitions during the year.

McEwen Hall

The central building on the Kirkland Campus is named after Robert Ward McEwen, fourteenth president of Hamilton College. It houses administrative offices, dining facilities, the Coffeehouse, a formal reception area, a cinema lab, and the Women's Center.

The Afro-Latin Cultural Center

Founded in 1969, the Afro-Latin Cultural Center provides a focus for Black and Latin students, some of whom live there year-round. Open to and used by the entire community, the Center sponsors discussions, lectures, art exhibits, and similar educational, cultural, and social events.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's thirteenth president, was completed in 1959, and an addition was constructed in 1972. The building contains twelve beds, isolation room facilities, fully equipped examination and treatment rooms, X-ray and laboratory facilities.

The Center is staffed by two physicians, a clinical psychologist, a counselor, and registered nurses. For health problems that require additional resources, referral to local consultants is employed.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick is as old as the College itself. In 1834, it became the home of Horatio Buttrick, then superintendent of buildings and grounds as well as registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S Secretary of State and winner of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters for the past fifty years.

Residence Halls

Hamilton believes the educational and personal growth opportunities available to students are enhanced when all members of the community are in residence together. Toward this end, students are required to live in one of fourteen dormitories or eight fraternity houses on the campus. Freshmen are housed in clusters in all dormitories, and each cluster is assigned a Student Advisor, an upperclass student who lives in the same area.

It is a goal of the College to provide all students with the maximum number of housing options. Both single-sex and coeducational housing are offered. On the Stryker campus, student residence halls include Carnegie, Kirkland, North, and South, built in several different nineteenth century architectural styles and containing rooms ranging from singles to quads; and Dunham Dormitory, recently renovated to offer a variety of rooms. On the Kirkland Campus, residence halls include Babbitt and Milbank, each comprised of six-person suites with kitchens; Major, McIntosh, Minor, and Root, containing singles and doubles and large lounges; and Keehn, offering a co-operative living arrangement. Somewhat farther down the Hill is the newer Bundy residence quadrangle, made up of large singles and doubles.

Dining Halls

Hamilton has three dining halls: Soper Commons on the Stryker Campus, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; McEwen Dining Hall on the Kirkland Campus; and the Bundy Dining Hall in the Bundy residence quadrangle, named for Harlow E. Bundy, Class of 1877. Students may eat at any of the three.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was first constructed as a home in 1792 near the foot of College Hill by Samuel Kirkland, the founder of Hamilton College. In 1925, it was moved uphill to its present

site and later restored. Its furnishings now include Samuel Kirkland's desk and chair and other items of historical interest. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the freshman class.

Undergraduate Life

The College strongly believes that young men and women should be treated as responsible individuals and that personal growth, both intellectual and ethical, should take place in an atmosphere of freedom. This freedom, under the guidance of skilled and experienced adults, makes an important contribution to the learning process. The close community relationship that develops among faculty, students, and staff in this atmosphere is a vital and perhaps unique element in the Hamilton experience.

The Honor System

Begun more than sixty years ago, the Honor System is remembered by many Hamilton students as one of the most important features of their college careers. Forming a bridge of trust between students and faculty, it stands as a symbol of academic integrity.

The Honor Code governs all examinations and other academic work submitted for a grade. It creates two imperatives for each student: to refrain from fraud, and to report observed fraudulent action on the part of any other student. Under the Code, students take examinations without proctor and assume other responsibilities that conventionally would be under faculty or administrative control.

Violations of the Honor Code are reviewed by the all-student Honor Court, which has the power to levy penalties up to and including expulsion from the College.

The Judiciary Board

The College has few non-academic rules and regulations beyond the general proviso that students are expected to act in a mature manner and to be responsible for their actions at all times. When violations occur, they are referred to the all-student Judiciary Board, which, like the Honor Court, may impose penalties ranging from warnings to expulsion.

The Honor Court and the Judiciary Board reflect the strongly held faculty belief that students should be judged by their peers and, when necessary, penalized by them. The decisions of both groups are subject to faculty review.

The Publications Board

Consisting of students, faculty, and administrators, but always having a student majority and chairman, the Publications Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and the radio station are all operated and managed wholly by students.

The Student Assembly

The functions of student government at Hamilton are vested in the Assembly. Consisting of representatives from each class, the Interdormitory Council, and the Interfraternity Council, the Assembly represents the student voice to the College in matters of importance. In addition, the Assembly's Funding Committee makes allocations to student organizations. Other Assembly committees include Admission, Curriculum, Health, Food Service, and the Program Board. Students also sit as members on several trustee committees.

Student Organizations

The Black and Latin Student Union was founded by students in 1968. Although primarily concerned with making the Hamilton experience more rewarding to Black and Puerto Rican students, the Union also concerns itself with the activities of Black and Puerto Rican communities off the campus. The Afro-Latin Cultural Center was established in 1969 to make more visible the reality of Black and Puerto Rican cultural history. Activities, programs, and exhibitions sponsored by the Union include an annual Cultural Weekend, featuring guest appearances by outstanding Black and Puerto Rican artists, and events planned in conjunction with area Black and Puerto Rican communities.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers, and similar events. Such groups are sponsored by the Biology, Philosophy, French, Spanish, and German Departments.

The Energy Awareness Club operates a recycling program on campus and investigates environmental and energy problems.

The International Students Club is an association of foreign students regularly presenting films and lectures about the home countries of its members.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing, and cave exploration. It also sponsors lectures and films on these subjects. It is a member of the Intercollegiate Outing Club Association, which helps coordinate trips with other colleges.

The Root-Jessup Public Affairs Council is an undergraduate organization, with student officers and a faculty adviser, whose purpose is

to stimulate student discussion of current national and international issues. The group sponsors discussions and a major lecture series whose recent participants have included Shirley Chisholm, Ramsey Clark, Dick Gregory, and William F. Buckley. The Council is named for the distinguished diplomats, Elihu Root, Class of 1864, and Philip Jessup, Class of 1918.

The Women's Center was founded in order to provide a focus for the concerns of women at Hamilton. As such, it operates a Resource Center and sponsors a number of films, workshops, and speakers open to all members of the College community.

Service Organizations

Hamilton students interested in making a contribution toward the solution of some of modern society's problems are given a number of rewarding opportunities for doing so in student service organizations. At present, nearly twenty percent of the College's students participate in at least one of these groups, which are operated independently under Student Assembly charter.

The Utica Tutorial Program provides student tutors for disadvantaged elementary school pupils in Utica on a weekly basis throughout the academic year. The project also provides opportunities for the pupils to take part in a variety of special programs on the campus.

The House of Good Shepherd Program enlists student volunteers to work at a home for elementary and high school students who have been separated from their families for a variety of reasons.

The Marcy Psychiatric Center Program organizes weekly visits by students to a nearby mental institution. Student volunteers conduct group socialization activities where patients from several wards are brought together. Some volunteers work one-on-one with particularly isolated or anti-social patients. Patients of all ages are involved in the program.

St. Elizabeth's Hospital Program provides volunteers with an opportunity to contribute services to a fairly large community hospital. Although not limited to pre-medical students, the program is of special interest to this group.

The Handicapped Children's Program works closely with the Utica Cerebral Palsy Association and helps youngsters afflicted with this disease. These volunteers also work on a regular weekly basis, with special emphasis on swimming and other recreational activities.

Fraternities

There are eight social fraternities active at Hamilton: Sigma Phi (1831)*, Alpha Delta Phi (1832), Psi Upsilon (1843), Chi Psi (1845), Delta Upsilon (1847), Theta Delta Chi (1868), Emerson Literary Society (1882), and Delta Phi (1950).

**Dates indicate year in which Hamilton chapter was established.*

Rushing takes place during the first term; pledging, during the second. In 1980-81, slightly less than half of the freshmen men pledged. The Emerson Literary Society invites any undergraduate women or men to join. The other fraternities are considering a variety of forms of participation by women.

Religious Activities

The religious program at Hamilton reflects the diversity of interest within the community.

Roman Catholic Mass is celebrated on Saturday evening in the Kirner-Johnson Building and on Sunday in the Chapel. The Free Church of Clinton also holds regular services. A series of theological discussions takes place Sunday evenings in the Kirner-Johnson Building.

The Jewish Students Group meets periodically for programs of discussion, and Sabbath services are held on Friday. Home hospitality is arranged with families in Utica, New Hartford, and Clinton during the High Holy Days.

The Christian Fellowship sponsors a daily gathering for prayer and also arranges a weekly Bible Study. Other groups represented on campus include the Christian Science Association, a Buddhist organization, and the Bah'ai World Faith.

A memorial to John Herschel Morron, of the Class of 1859, established by the bequest of his son, John R. Morron, provides an endowment in support of activities and programs connected with the Chapel.

Campus Cultural Life

Music

The musical life of the College is active and varied. Each year, it includes concerts by visiting professionals, members of the faculty, and student organizations, and is under the general supervision of the Music Department. This year the Music at Hamilton Artist Series will include concerts by the Rochester Philharmonic, the Syracuse Symphony, the Emerson String Quartet, the clarinetist Richard Stoltzman, and the organist Yuko Hayashi. The Noonmusic Series, presented in conjunction with the Student Assembly Program Board, offers an additional ten concerts by professional and student musicians. And each year some eight or nine student recitals are presented.

The Department also sponsors a variety of programs of contemporary music. Each year a prominent American composer visits the campus for several days in conjunction with a concert of his music. Recent visitors have included Mario Davidovsky, Karel Husa, George Rochberg, and Joseph Schwantner. In addition, the Society for New Music annually presents a program. This year the Department is sponsoring a Festival of Electronic Music that will draw on composers from throughout the country.

Other concerts are offered on campus by the Student Assembly Program Board, which annually sponsors the Stephen Fensterer Memorial Folk Festival, an intercollegiate event that draws musicians from throughout the eastern U.S. The Black and Latin Student Union also sponsors concerts from time to time. Nearby in Utica are other sponsoring organizations: the Chamber Music Society of Utica, the Utica Symphony, the Utica Opera Guild, and the Great Artists Series. Somewhat more distant, but still easily accessible, are the many concerts offered in Syracuse. For concerts of special importance the Department provides transportation.

Choral Music at Hamilton is based on a long tradition of excellence. The Choir undertakes an annual concert tour during the spring recess. These tours have ranged as far as Detroit and Cincinnati to the West, Boston to the East, and Savannah to the South. In addition, the Choir has toured Europe four times, most recently in January, 1980. Each spring, the Choir collaborates with a professional symphony orchestra to present a large choral-orchestral work. The Choir is open by audition to any student at Hamilton. Auditions are held in the fall during student orientation.

The Hamilton College and Community Oratorio Society was founded in 1975. It performs a major oratorio each term and is open, without audition, to any singing member of the community.

The College Hill Singers is a choral chamber ensemble, founded in 1973, which performs music from six centuries.

The Brass Choir, founded in 1959, performs numerous times during the year, providing music for various College functions as well as giving concerts off campus, on its own, or in conjunction with the College Choir. Its repertory ranges from Josquin and Gabrieli to Hindemith and Dahl. Auditions are held during student orientation each fall.

The Woodwind Emsembles, founded in 1961, afford an opportunity for the study and performance of music for various combinations of wind instruments. They have performed works by Ibert, Mozart, Fine, and Richard Strauss. Auditions are held during student orientation each fall.

The Jazz Ensemble is a new organization, founded this year for the study and performance of jazz. Auditions are held during student orientation in the fall.

The Chamber Orchestra was founded in 1970. In recent years it has performed such works as a Mozart symphony, as well as concertos by Vivaldi, Bach, and Mozart, with student soloists. Auditions are held during student orientation.

The Buffers is a male octet that specializes in popular, folk, barbershop, and light music. The group performs at social events at Hamilton and other colleges and gives informal concerts on choir tours.

Special K is a twelve-voice women's singing group whose repertory includes barbershop and other light music. It performs both on and off campus.

Vocal and Instrumental Instruction, for credit or not, are available for those wishing to study music in the classic tradition. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony. A fee is charged for vocal and instrumental instruction, but financial assistance is available for those scholarship students studying for credit. For information, consult the Music Department.

Instruments of various sorts are available for student use. In addition to numerous Steinway grand pianos and a variety of wind, brass, and string instruments, the College also possesses a Steinmeyer one-manual *Positif* organ, a Noack two-manual organ, a two-manual Dowd harpsichord, and a Fudge clavichord. For information on the use of these instruments, consult the Music Department.

The Lee H. Bristol, Jr. Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., of the Class of 1945, to bring performing artists to the College.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's musical programs and activities.

The James T. and Laura C. Rhind Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

Drama

The Charlatans, the College dramatic society, was organized in 1909 by a group headed by the late Professor Robert Barnes Rudd and the late Alexander Woollcott. Membership is open to all students interested in dramatics and stagecraft. The Charlatans work both independently of and in cooperation with the curricular program in theatre. They produce, direct, and sometimes write their own shows, and, as an annual occasion, they produce the best entries in the Wallace Bradley Johnson Playwriting Competition.

The Alexander Hamilton Players specialize in musical theater and comedy. Membership is open to all students and faculty who have an interest in singing, stagecraft, acting, or membership in the Players' orchestra. Two major productions, directed by faculty or students, are presented each year, and occasional tours are undertaken.

Lectures

Numerous lectures are provided during the year for the College community from the income of endowments established for the purpose, augmented by general college funds.

The Myers Lectures were established in 1912 in memory of John Ripley Myers of the Class of 1885. The foundation is intended to "bring into the life of the college community new men and new points of view not covered by the ordinary curriculum of the College, and to add to its cultural possibilities."

The Wood Memorial Lectureship was established in memory of Frank Hoyt Wood, for many years a professor of political science at the College.

The Winslow Lectures in Classical Archaeology were established with a bequest by William Copley Winslow, D.D., of the Class of 1862.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Truax Memorial Lectures in Philosophy were established in 1956 by R. Hawley Truax, of the Class of 1909, in memory of his father, Chauncey S. Truax, of the Class of 1875.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nation-wide interest.

Film

A full program of domestic and foreign full-length feature films is shown by student-operated film societies at Hamilton nearly every weekend that the College is in session.

Athletic Programs And Facilities

Athletic Facilities

The College recently completed expanding and improving its athletic facilities. The Alumni Gymnasium, built in 1940, has recently been renovated to provide modern locker room facilities for men and women, and increased office space for the physical education staff. The gymnasium contains a basketball court and a 25-yard swimming pool. A spacious new lobby has been constructed to connect the gymnasium with the Russell Sage Hockey Rink and the new fieldhouse, forming an Athletic Center.

The Hamilton fieldhouse, a 55,000-square foot, multipurpose athletic center, was completed in the fall of 1978. The building contains three regulation-sized basketball courts and can seat 2,000 spectators. It also houses a six-lane 200-meter urethene running track and space for indoor tennis, volleyball, and badminton courts. The playing surface can accommodate practices for outdoor varsity sports during inclement weather.

The nine-hole Hamilton B. Tompkins golf course covers 65 acres near the Athletic Center, and two platform tennis courts are located on the Kirkland campus. Included in the Athletic Center are six squash courts and two racquetball/handball courts; outdoors are a quarter-mile track and ten all-weather tennis courts. Bowling, billiards, and table tennis are located in the nearby Bristol Campus Center.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. The College, through its Department of Physical Education, provides a fourfold program in athletics: recreational play, instruction in physical education, intramural competition, and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge, but also the enjoyment of physical activity and the attainment of skills which will provide lifelong satisfaction.

Physical Education Instruction

The current graduation requirements established by the Faculty stipulate that every undergraduate must participate in the program of instruction

offered by the Department of Physical Education. The Department offers instruction in tennis, golf, squash, ice skating, badminton, fencing, racquetball, platform tennis, volleyball, judo, swimming, and general physical fitness. Each student is required to pass tests in swimming and physical fitness. In addition, each must demonstrate proficiency in two of the seasonal sports listed above (one fall sport and one winter sport), or meet an equivalent standard which is subject to Departmental approval. In most instances, the requirements are met in the freshman year.

Intramural Activities

The Intramural Council currently sponsors programs in touch football, basketball, hockey, softball, badminton, volleyball, track, cross country, squash, racquetball, handball, swimming, water polo, tennis, golf, bowling, and table tennis. Students can participate at three levels: 1) men's and women's 'A' level competition; 2) men's and women's 'B' level competition; and 3) co-recreational competition.

Intercollegiate Athletics

The College is committed to a representative intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in football, soccer, cross country, tennis (fall/spring), squash, basketball, hockey, swimming, track (winter/spring), baseball, lacrosse, golf (fall/spring), and women's varsity teams in field hockey, tennis, squash, cross country, basketball, swimming, track (winter/spring), lacrosse, and soccer.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC); the New York State Association for Intercollegiate Athletics for Women; the Association for Intercollegiate Athletics for Women; the Eastern College Athletic Conference (ECAC); and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Middlebury, Trinity, Tufts, Wesleyan, and Williams. The Conference balances athletic involvement with high academic standards.

Club Sports

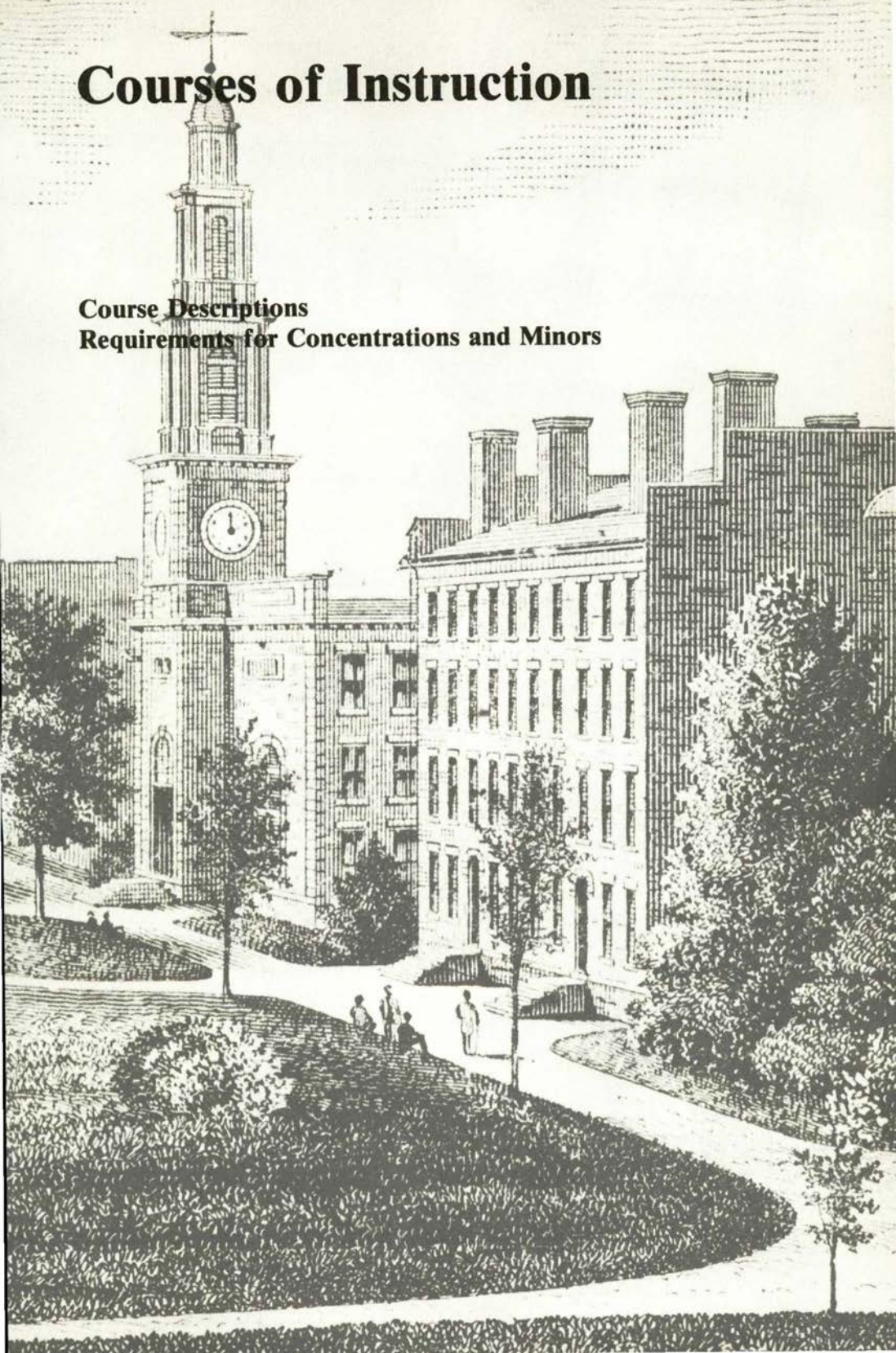
The Department of Physical Education supports club teams in water polo, skiing, sailing, judo, fencing, rugby, women's ice hockey, and women's softball. The policy of the Department is to allow the orderly evolution of club activities into varsity sports. Though special attention is given to women's activities in this area, the policy is applicable to all students.

The Block H Club

The Block H Club consists of undergraduates who have lettered in a varsity sport and who are dedicated to promoting the best interests of athletics at Hamilton. Athletic awards are given to varsity players who display outstanding sportmanship, attitude, and ability.

Courses of Instruction

Course Descriptions
Requirements for Concentrations and Minors



Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced. Unless otherwise indicated, the following priorities will apply in the determination of entrance into limited enrollment courses:

For 100-level courses, priority shall be given to freshmen, sophomores, juniors, and then seniors. (Seniors must have the permission of the Department Chairman in order to enroll in a 100-level course.)

For 200-level courses, priority shall be given to sophomores, freshmen, juniors, and then seniors.

For 300- and 400-level courses that are not required for the student's concentration, priority shall be given to seniors, juniors, sophomores, and then freshmen.

For 300- and 400-level courses that are required for the student's concentration, priority shall be given first to concentrators, and then non-concentrators of the more advanced class.

The term in which the course will be offered is indicated by the letter immediately following the course number: F for Fall Term, W for Winter Term, and S for Spring Term. F,S designates a course offered in both Fall and Spring Terms. The fW notation indicates a course which is offered in the Winter Term, for which some early preparation is necessary.

Courses with bracketed numbers will not be offered during 1980-81. In most cases, the description indicates the next date the course will be offered.

A singe three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indictated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students. Seminars have a maximum enrollment of 12.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods.

In the list of faculty members for each department, the letters (F, W, S) following a name indicate terms of leave or off-campus teaching.

College Courses

College Courses are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program. Instructors are normally regular members of the faculty. The courses are worth one course credit and count toward graduation requirements, although it should not be assumed that a particular course will be a part of the continuing College curriculum. Those cross-listed in one or more departments are so described in parenthetical notes. Consult departmental concentration requirements and/or the departmental course description for information on whether a particular College Course may be counted toward a concentration requirement.

Curricular Project in Technology and Culture.
The project in Technology and Culture is a series of courses designed to introduce liberal arts students to the impact of technology on culture and society. Each course combines humanistic and social scientific perspectives on some facet of the way in which technologies shape behavior and experience.

Anthropology 272S Material Life, Work, and Consciousness

Government 300S and Philosophy 300S Equality and the Constitution

Sociology 310S Seminar on Social Science and Human Values

German 162S Scientists and Society in Twentieth Century German Literature

Government 450S Seminar on Technology, Values, and the Politics of Post-Industrial Societies

162S Scientists and Society in Twentieth Century German Literature. (Same as German 162S.)

258S Opera. A study of the literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Readings to include such works as *The Marriage of Figaro, Tristan and Isolde, Der Rosenkavalier,* and *Wozzeck*. Prerequisite, two courses in literature, or two courses in music, or one course in each field, or consent of the instructors. (Same as Comparative Literature 258 and Music 258.) Bonta and P. Rabinowitz.

American Studies

The interdisciplinary concentration in American Studies is defined and directed by a Faculty committee which includes Professors Melvin Endy, David Gray, David Locke (Director), and David Millar. Students interested in American Studies should consult with any of the Committee members about possible programs.

Students concentrating in American Studies must plan to do advanced work in at least two academic disciplines and to become familiar with the possibilities and problems of an interdisciplinary approach to the American experience.

The concentration consists of ten term courses comprising a program approved by the Committee. It includes 311, ordinarily taken in the fall term of the concentrator's junior year, and 500, the senior project. Students who have earned an 88 average in the concentration may earn honors in American Studies through distinguished work on the senior project.

[311F] Introduction to Theories and Methods. An introduction to the theories, methods, and materials of interdisciplinary study, with special emphasis upon the relationship of ideas, institutions, and cultural forms in American life. The course is required of concentrators in American Studies and is open to other students with permission of the instructor. Locke.

[500F,S] Senior Project. An independent project required of senior concentrators in American Studies. Prerequisite, 311. Appropriate interdisciplinary Faculty committee.

Anthropology

Grant D. Jones, Robert R. Kautz, Hy V. Luong, Douglas Raybeck *(Chair)*, and Henry J. Rutz (F,W,S).

A concentration in Anthropology consists of 111, 113, 349, 350, and four other courses. Prospective concentrators are encouraged to take 349 and 350 as early as possible. All concentrators, especially those planning graduate studies, are strongly encouraged to take Philosophy 260 and a course in statistics. Students may earn departmental honors through distinguished achievement in their Anthropology course work, including 450 and 550. A minor in Anthropology consists of 111 or 113, and four other courses approved by the department, one of which must be at the 300 level.

111F Humankind Evolving. A review of human evolution, human biology, and non-human primate studies. The synthetic study of genetics, race, human paleontology, primate structure and ethology, and culture within the framework of the evolutionary perspective. Kautz.

113F,S Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of nonliterate, peasant, and complex contemporary societies. The Department.

180W Modern Vietnam: Anthropological and Historical Perspectives. Social and cultural aspects of the Vietnam conflict and Vietnamese revolution. Analysis of the impact of colonialism, American involvement, and the problem of social integration after 1975. Open to freshmen. Maximum enrollment, 30. Luong.

190W Origins of the State. A comparative analysis of the rise of early centralized, stratified societies in the Old and New Worlds. Interpretation of state formation, including population pressure, technological progress, and religious and political organization. Maximum enrollment, 20. Jones.

[208S] Pacific Societies. An introduction to the indigenous societies of Melanesia, Micronesia, and Polynesia. Problems of adaption to atoll and island environments; land tenure and agricultural systems; social and political organization. Post-contact problems and contemporary issues. Prerequisite, 113 or consent of instructor. (Next offered 1982-83.)

212F,S Introduction to Archaeology. A review of world prehistory and the various techniques, methods, and theories used by anthropological archaeologists. Emphasis on several key problems, including typology, the evolution of subsistence systems, early New World populations, and the emergence of state polities. Open to freshmen. Kautz.

220F Prehispanic Civilizations of Mesoamerica. Origins and development of the indigenous civilizations of Mexico and Central America, with emphasis upon the Olmec, Maya, and Aztecs. The growth of stratified polities, intensive agriculture, urbanization, long distance exchange, writing systems, and major religious traditions. Prerequisite, 212 or consent of instructor. Jones.

[222S] Heritage of Conquest in Mesoamerica. An examination of the impact of Spanish conquest, colonialism, and independence period rule upon the indigenous peoples of Mexico and Central America. The influence of changing patterns of production and land tenure, modes of political control, and Christian missionization upon native society and culture. Issues in the study of contemporary ethnic relations in the context of political and economic history. Prerequisite, 113 or consent of instructor. (Next offered 1982-83.)

224F Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in Malaysia, Indonesia, and the Philippines. Prerequisite, 113 or consent of instructor. Raybeck.

[225F] Traditional Chinese Culture and Society. A survey of the social, economic, political, and religious institutions of the Han Chinese, emphasizing the factors responsible for the historical continuity of traditional Chinese society. Prerequisite, 113 or consent of instructor. (Next offered 1982-83.)

230F Language, Culture, and Society. An overview of the relation of language to culture and society. Topics include linguistic relativity and grammatical categories, ethnosemantics, political oratory, and ethnic, class, or sex determinants of linguistic variation. Language contact and change, including multilingualism, pidgins, and creoles. Prerequisite, 113 or consent of the instructor. Luong.

232F Symbolic Anthropology. An examination of symbolic structures and the uses of symbols in religious, social, political, and economic domains. Discussion of the approaches of Levi-Strauss, Leach, V. Turner, F. Barth, and others. Applicability of models of language to the analysis of meaning and the use of non-verbal symbols. Prerequisite, 113 or consent of the instructor. Luong.

[240S] Intellect and Culture. An examination of how intellectual processes vary with culture. Anthropological and psychological approaches to perception, learning, communication, and reasoning. Prerequisite, Psychology 110 or 101, or Anthropology 113. Same as College Course 240 and Psychology 240. (Next offered 1982-83.)

[241F] North American Indians. Origins and evolution of North American Indian cultures. Emphasis on cultures at time of contact and on relationships between Indians and non-Indians, including discussion of current problems. Prerequisite, 113 or consent of instructor. (Next offered 1982-83.)

[242S] North American Prehistory. The development of American Indian cultures north of the Rio Grande from the entry of humans into the New World to the arrival of colonizing Europeans. Discussion of "developmental stages;" emphasis on explanations of prehistoric cultural change. Prerequisite, 111 and 212 or consent of instructor. 241 recommended but not required. (Next offered 1982-83.)

252W The Incest Taboo. A study of incest behavior and the universal taboo on such behavior. Comparison of theories of incest prohibition drawn from anthropology, psychology, and sociobiology. Maximum enrollment, 20. Raybeck.

254S Sex Roles in Comparative Perspective. An examination of sex roles from the cross-cultural perspective of anthropology. Comparison of the physiological and psychological evidence for sex differences with the social classifications of sex differences. Socialization, family roles, and the allocation of power within sex roles. Prerequisite, 113 or consent of instructor. Raybeck.

[258F] Nonverbal Communication and Social Interaction. Description and analysis of subtle social structuring underlying social interaction. The relevance of kinesics and proxemics for the study of covert aspects of social behavior. Development of student's observational skills in laboratory and

occasional field trips. Prerequisite, 113 or Psychology 110 or consent of instructor. (Next offered 1982-83.)

[260S] Political Evolution. Changes in the distribution of power and the organization of authority in preindustrial societies. Typologies and processes in the study of the growth of social stratification. Archaeological, ethnohistorical, and comparative ethnographic approaches. Prerequisite, 113. (Next offered 1982-83.)

266S Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Ecological models of subsistence systems, technology, population, and human conflict. Prerequisite, 113. Kautz.

[272S] Material Life, Work, and Consciousness. A comparative study of the impact of technology on patterns of work, comfort, and leisure. Theories of how the individual experiences work in different technological orders. The culture of consumption, visual persuasion, and advertising. (Next offered 1982-83.)

[273W] Seminar on Household Consumption. The effect of family organization and interpersonal relations on the uses of time and goods. Field exercise required, analysis of data. Maximum enrollment, 12. (Next offered 1982-83.)

310S Summer Archaeological Field Study in Belize. A six week intensive introduction to lowland Maya prehistoric and historic archaeology and archaeological field methods. Site mapping, sampling strategies, excavation of domestic and ceremonial architecture; site survey; the use of historical analysis in archaeological research. Prerequisite, 113, 212, and permission of instructor. Minimum enrollment, 10; maximum, 15. Two course credits. (Tentative for 1982.) Kautz.

312S Seminar in Culture and Work. An examination of work in peasant and industrial contexts in relation to culture. Focus upon work in non-Western societies in comparison to American society. Prerequisite, 113 or consent of the instructor. Luong.

[321F] Evolution of Economy. A study of the evolution of nonindustrial economy and society. Agricultural production, property, and the social division of labor. Economics of marriage, gift-exchange, ceremonial, and marketplace systems. Prerequisite, 113. (Next offered 1982-83.)

322F Paleoecological Techniques for the Archaeologist. A seminar dealing with techniques of ecofact manipulation commonly employed by modern scientific archaeologists. Population estimation; analysis of osteological, malacological, and botanical evidence; field techniques of sampling, dating, flotation, and type-collection preparation. Prerequisite, 212 and consent of instructor. Kautz.

333S Psychological Anthropology. A survey of psychological problems in a cross-cultural context. The role of psychological processes in the

formation, maintenance, and change of social and cultural systems. The relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Prerequisite, 113, a psychology course, and junior/senior standing; or consent of instructor. Raybeck.

[334S] Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. Sampling, research design, and typology; reconstruction of social organization; history of the discipline. Prerequisite, 113 and 212. (Next offered 1982-83.)

349F History of Ideas in Anthropology. Studies of intellectual controversies leading to a science of society and culture. The social context of debate over social evolution, race and culture, and the "mind of primitive man." Textual analysis of seminal works. Prerequisite, 113. Open to sophomores. Jones.

350S Social Organization. Critical evaluation of methodological approaches in social anthropology. The influences of various theoretical perspectives on ethnographic description and analysis. Intensive readings of a selection of ethnographic studies. Student experience in kinship research and analysis. Prerequisite, 349. Jones.

450F Advanced Seminar in Anthropology. Selected topics in contemporary anthropological theory. Prerequisite, 350. Required of candidates for departmental honors. The Department.

550F,W,S Senior Program. A project limited to senior concentrators in Anthropology, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. Prerequisite, 350. The Department.

Arabic

See Critical Languages

Art

Rand Carter, Ralph E. Lieberman, Steven Liebman, Robert B. Muirhead *(Chair)*, Robert Palusky, Deborah Pokinski, and William Salzillo.

The Art Department offers two concentrations. Prospective concentrators should begin with the core introductions to Design and the History of Art (100 and 150). A concentration in Studio Art consists of 100, 104, 107, and 150; five additional Studio Art courses (at least two above the 200 level); and a second course in the History of Art. A concentration in History of Art consists of 100 and 150; six other courses of History of Art, with a course in three of the following five areas; Ancient, Medieval,

Renaissance/Baroque, Modern, and non-Western; a second course in Studio Art; and Art 550. Honors in the concentration will be awarded on the basis of the cumulative average in coursework and distinguished performance in 501-502 for Studio Art concentrators or in Art 550 for History of Art concentrators. A minor in Studio Art consists of 100, 150, and three additional Studio Art courses, one of which must be at the 200 level. A minor in History of Art consists of 100, 150, and three additional courses in the History of Art.

Studio Art

100F Design. An exploration into the visual language: a series of projects that explore such fundamental relationships as line, mass, pattern, and texture, followed by group criticism. Design as the structural basis for all the visual arts. Four hours of studio. Maximum enrollment, 60. Muirhead and Salzillo.

102S Design and Color. A study of color theory and the use of color as a design element: a series of projects followed by group criticism. Four hours of studio. Maximum enrollment, 50. Muirhead and Salzillo.

104F,W Drawing. Study of the basic elements of drawing, including line, texture, mass, and composition. Students to work from the model during class time, do outside assignments, and participate in group criticism. Four hours of studio. Maximum enrollment, 30. Salzillo.

107F,S Three-dimensional Design. Introduction to visual problems in three dimensions. A series of projects followed by group discussion. Four hours of studio. Maximum enrollment, 18. Palusky.

113W Introduction to Photography. An exploration of aesthetic traditions and fundamental techniques including use of cameras, equipment, and developing and printing techniques. Critiques of student work. Four hours of studio. Does not count toward a concentration in Studio Art or History of Art. Maximum enrollment, 18. Liebman.

121F Language of Film. Introductory survey of the development of the grammar of film. Screenings, lectures, and readings exploring history, theory, and aesthetic principles of film. Students' papers based on screening. Four hours of studio.

203F Painting I. Introduction to the study of the methods and techniques of oil painting with emphasis on still life, figures, and landscape. Four hours of studio. Prerequisite, 100 or 102 or 104. Maximum enrollment, 20. Salzillo.

206F,S Ceramics I. Introduction to three dimensional design concepts related to ceramics. Emphasis on a series of projects followed by group criticism and technical aspects of ceramics. Four hours of studio. Prerequisite, 100 or 107. Maximum enrollment, 20. Palusky.

208F,S Ceramics II. Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis on porcelain and stoneware, use of the potter's wheel, and high-fired glaze technology. Four hours of studio. Prerequisite, 100 or 107. Maximum enrollment, 10. Palusky.

209S Sculpture I. Basic methods course dealing in problems of form and technique. Work in plaster, clay, wood, and other traditional materials. Group critiques. Four hours of studio. Prerequisite, 100 or 107. Maximum enrollment, 15.

[210W] Intermediate Drawing. Drawing in various modes and media. Course may include further study of anatomy, perspective, and independent conceptual problems. Group criticism. Prerequisite, 104 or permission of instructor. Maximum enrollment, 20. (Next offered 1982-83.)

212F,S Photography I. Fundamentals of developing, printing, enlarging, and other basic procedures, including use of cameras. Overcoming of technical difficulties; development of personal style. Additional emphasis on reviewing aesthetic traditions. Critiques of student work. Four hours of studio. Prerequisite, 100 or 104. Maximum enrollment, 18. Liebman.

214W Studies in Selected Media. A course to give the student experience in a single method or technique not normally offered in the curriculum. Technique to be announced in the fall. Prerequisite, 100 and 104. Maximum enrollment, 20.

222F Animation. Various animation techniques. Exploration of cell, collage, photomation, tabletop, and stop motion. Production of short animated films by each student. Prerequisite, 100 and 104, or 212. Maximum enrollment, 10.

235F Intaglio Printmaking. Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. Four hours of studio. Prerequisite, 100 or 104. Maximum enrollment, 18. Muirhead.

237S Lithography. Study of the techniques of lithography. Group criticism. Four hours of studio. Prerequisite, 100 or 104. Maximum enrollment, 18. Salzillo.

243F Intermediate Photography. Further investigation of the photographic process through use of a variety of techniques and equipment, including multiple printing, use of 4x5 camera, and design. Prerequisite, 212. Maximum enrollment, 18. Liebman.

301W Printmaking Workshop. The further investigation of a single technique from either the intaglio or lithography processes. Technique to be announced in fall. Prerequisite, 235 or 237. Maximum enrollment, 12. Muirhead.

302S Advanced Photography. Search for personal style in photography. Exploration of areas such as surreal photographic story and photomontage. Four hours of studio. Prerequisite, 243. Maximum enrollment, 18. Liebman.

304S Painting Workshop. An exploration in depth of concepts established in Art 203. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 203. Maximum enrollment, 18. Muirhead.

[309S] Sculpture Workshop. Exploration of form and concept in three dimensions on a more advanced level. Emphasis on personal expression. Group critiques. Four hours of studio. Prerequisite, 209 or 214. Maximum enrollment, 15. (Next offered 1982-83.)

311S Ceramics Workshop. Introduction to more primitive techniques of low fire ceramics. Course may cover pit fire, raku, or whiteware. Emphasis on design problems and group criticism. Four hours of studio. Prerequisite, 206. Maximum enrollment, 18. Palusky.

501-502 Senior Project. A two-term course during which the studio art concentrator will prepare an exhibition of his or her work. Required of studio art candidates for departmental honors. Students who are not honor candidates must have consent of the Department. The Department.

History of Art

150F,S Introduction to the History of Art. The role of works of art in the intellectual history of man. Readings on the broad historical background; class discussion of representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. Lieberman (Fall); Carter (Spring).

[259S] American Art. A survey of art in North America from the period of European colonization to the present. (Next offered 1982-83.)

[261F] Ancient Art. The art of Egypt, Mesopotamia, Crete, and Greece in relation to the philosophical, religious, literary, and political concepts of the times. (Next offered 1982-83.)

267W Winter Term in Egypt. A survey of 5,000 years of Egyptian art from the prehistoric through the Pharonic, Hellenistic, Early Christian, Coptic, and Islamic periods. Visits to archaeological sites and museums will provide the basis for discussions, and each student will keep a journal. Extra cost. Minimum enrollment, 15; maximum, 25. Carter.

[270F] Art of the Middle Ages. From the cultural awakening of the Hiberno-Saxon nations in the seventh century through the Carolingian, Ottonian, Romanesque, and Gothic periods. (Next offered 1982-83.)

281S The Renaissance in the North. Emphasis on painting in the Netherlands, France, and Germany, beginning with the international Gothic style in the late fourteenth century; following the development of the northern style through the work of Jan van Eyck, Rogier van der Weyden, and Jean Fouquet in the fifteenth century; and Albrecht Durer, Hans Holbein, Pietr Brueghel, and the school of Fountainebleau in the sixteenth century. Lieberman.

282F The Italian Renaissance. The stylistic development of Renaissance art in Italy, from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Lieberman.

285F Seventeenth Century Art. The origins of the Baroque in Rome and its dissemination throughout Europe. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velasquez, Rembrandt, and Jones. Carter.

[286S] Eighteenth Century Art. Late Baroque, Rococo, and early neo-Classicism in Europe and its overseas dominions. Architecture, painting, and sculpture; and the decorative arts (e.g. interior design, ceramic, silver, etc.). Prerequisite, Art 150 or 285. (Next offered 1982-83.)

292F Modern Architecture, 1750 to the Present. The origins of an essentially modern attitude toward architecture during the late eighteenth century and its development in the nineteenth and twentieth centuries. Carter.

[293F] Nineteenth Century Art. Developments in European art beginning with the eighteenth century background of David and concluding with the pictorial innovations of Cezanne. Includes Romanticism, Realism, Impressionism, and Symbolism, considered in the context of the intellectual, social, political, and economic factors relevant to the growth of the modern age. (Next offered 1982-83.)

294S Twentieth Century Art. Painting and sculpture in Europe and the U.S. beginning with nineteenth century antecedents in Post-Impressionism and concluding with contemporary developments. Includes Fauvism, Cubism, Expressionism, Surrealism, Abstract Expressionism, Pop, and Conceptual, considered in the context of relevant intellectual, social, political, and economic factory. Pokinski.

295S History of Photography. A survey of the development of the photographic image. Slide lectures and readings exploring history, theory, and aesthetic principles of photography. Prerequisite, 100 and 150. Liebman.

363S The Art of Greece. A survey of Greek art from the Bronze Age to the late first century B.C., with particular emphasis on the fifth century. Prerequisite, 150 and an additional History of Art course. Lieberman.

366F Islamic Art. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, 150. Carter.

[375S] Romanesque and Gothic Architecture. The evolution of the Romanesque style and the origins of the High Gothic elevation. The role of structure as style. Prerequisite, 150. (Next offered 1982-83.)

390S Seminar in Decorative Arts. A study of style and social function in the arts of design with special emphasis on furniture. Visits to public and private collections. Prerequisite, 285. Carter.

[393F] Modern Architecture: Theory and Practice. A critical examination of the ideas and achievements of Le Corbusier, Mies, and Wright, followed by a discussion of the "post-modernist" reaction. Prerequisite, 292. (Next offered 1982-83.)

394S Nineteenth Century American Architecture. A study of nineteenth century American architectural styles beginning with the Greek Revival, including the Gothic and Romanesque revivals, the High Victorian and Beaux Arts or American Renaissance style. Intended to examine relationship between eclectic attitudes and originality. Prerequisite, 150 and another course in History of Art. Pokinski.

397S Seminar in Modern Art. Selected topics in the history of nineteenth and twentieth century art; topics drawn from Cubism, Contemporary Art, Romanticism, Surrealism, Abstract Expressionism, and others. Prerequisite, 150 and another course in the History of Art. Pokinski.

484W Michelangelo. A detailed survey of Michelangelo's works as architect, painter, and sculptor. Prerequisite, two semesters of History of Art. Lieberman.

550S Senior Tutorial. Designed for concentrators in the History of Art. Independent study leading to a comprehensive examination. The Department.

Asian Studies

A concentration in Asian Studies requires two courses from among History 131, 132, and 134; Asian Studies 500F; and five additional courses approved by the Committee on Asian Studies. Courses other than those listed below may be counted toward the concentration upon the approval of the Committee. In addition, appropriate overseas programs may be counted toward the concentration. Honors in Asian Studies will be awarded to concentrators who complete with distinction both Asian Studies 500 and 550. A minor in Asian Studies consists of five courses as approved by the Committee. Students interested in Asian Studies should consult with the

Chair, Douglas Raybeck. Other members of the Committee are Professors Russell T. Blackwood, Rand Carter, Edwin B. Lee, Jeffrey A. Ross, Orest Subtelny, Richard P. Suttmeier, and Jay G. Williams.

Asian Studies

500F Independent Readings in Asian Studies. A program of supervised reading limited to concentrators in Asian Studies. The Committee.

550S Honors Program. A project limited to senior concentrators in Asian Studies, resulting in a thesis supervised by a member of the Committee. Prerequisite, 500. The Committee.

Anthropology

224F Ethnology of Island Southeast Asia
[225F] Traditional Chinese Culture and Society

Art

352 East Asian Art
366F Islamic Art

Critical Languages

201-202 Second Year Chinese (Mandarin)
207-208 Second Year Modern Hebrew
211-212 Second Year Japanese
215-216 Second Year Arabic

Government

211F Politics in China
212S Politics in Japan

History

124S The Modern Middle East
131F China
132S Japan
134S South Asia
325F Topics in Middle Eastern History
335F Modern Japan
336S Modern China

Philosophy

311F Islamic Thought
321F Hindu and Buddhist Thought

Religion

160W Archaeology and the Religion of Israel
264F Music as an Expression of Religion: The Non-Western Experience
470S Seminar in Asian Religion

Astronomy

See Physics

Biology

Wayne H. Bell, A. Duncan Chiquoine, John F. Ellis, David A. Gapp, Lawrence R. McManus *(Chair)*, Sue A. Miller, Frank E. Price, and Eugene C. Putala.

A concentration in Biology consists of eight fall and spring term laboratory courses, two of which must be at the 300 level or higher. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration or in the minor. Students intending to pursue independent study should consult the Department concerning the courses required as background. Students preparing for graduate studies in Biology should take at least Chemistry 223-224, Mathematics 111-112, and Physics 110-120. Departmental honors will be determined on the basis of distinguished achievement in course work and in a fall and/or spring term independent project completed in addition to the concentration requirement. A minor in Biology consists of five fall and spring term laboratory courses, one of which must be at the 300 level or higher.

111F General Biology. The molecular and cellular basis of biological organization, including the processing of matter, energy, and information. Emphasis on the biochemical, genetic, and developmental aspects of life. A knowledge of secondary school biology and chemistry assumed. Three hours of class and three hours of laboratory. Chiquoine.

112S General Biology. A study of life at and above the level of the organism. Emphasis on evolutionary processes; on the structure, function, and behavior of metazoans; and on the ecology of populations and communities. Three hours of class and three hours of laboratory. Prerequisite, 111. Price.

114S Human Genetics. A study of the facts and techniques of human genetics and their relationship to contemporary societal problems. A course for those not planning to go on in science. May not be counted toward the concentration or the minor. Ellis.

116S Marine Biology. The ocean as an environment for life and as a human resource. The study of plants and animals of the sea, with consideration of fisheries, mariculture, and pollution. May not be counted toward the concentration or the minor. McManus.

[118W] Microbes, Ecology, and Disease. The major microbial scourges of mankind in the past and present; the ecological factors which govern their transmission and influence our attempts to control them. A course primarily for those not planning to go on in science. May not be counted toward the concentration or the minor. (Next offered 1982-83.)

[120W] Natural History of Fishes. Diversity, distribution, biology, ecology, and evolution of fishes. May not be counted toward the concentration or the minor. (Next offered 1982-83.)

122S General Plant Biology. A study of plant morphology, structural organization and development, mechanisms of reproduction, physiology, and regulation of growth. Three hours of class and three hours of laboratory. Prerequisite, 111. Putala.

125W Plants and Man. Readings and laboratory demonstrations dealing with the history of plant usage in agriculture, medicine, commerce, and art. A course for those not planning to go on in science. May not be counted toward the concentration or the minor. Maximum enrollment, 20. Putala.

132W History of Biology. Historical development of biology with emphasis on the past one hundred fifty years; biologists, paradigms, methods of analysis. Prerequisite, 112. May not be counted toward the concentration or the minor. Maximum enrollment, 20. Chiquoine.

134W Biology of Reproduction. Physiology and endocrinology of vertebrate reproductive systems; emphasis on hormonal regulation of human reproduction, including pregnancy and parturition. May not be counted toward the concentration or the minor. Maximum enrollment, 20. Gapp.

217W Social Biology. Study of the nature of animal societies from a biological perspective. Examination of evolutionary principles and their application to study of a wide variety of societies and social phenomena, such as territoriality, dominance hierarchies, altruism, mating patterns, and parental care. May not be counted toward the concentration or the minor. Open to sophomores. Maximum enrollment, 20. Price.

[220W] Microtechnique. An introduction to techniques and theory of preparation of tissues for light microscopy. Prerequisite, 112. May not be counted toward the concentration or the minor. (Next offered 1982-83.)

221F Microbiology. The prokaryotic world and the activities of representative microorganisms, including those of ecological and pathological significance. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122. Bell.

222S Vertebrate Organization. Historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization emphasized. Three hours of class and three hours of laboratory. Prerequisite, 112. Miller.

225W Protozoology. The major subphyla of free-living protozoa, with emphasis on culture methods, fixation, staining, and preparation for purposes of identification. Prerequisite, 112. May not be counted toward the concentration or the minor. Maximum enrollment, 12. Ellis.

[226S] General Entomology. An introduction to the study of insects, with emphasis on their diversity, biology, and importance to man. Three hours of class and three hours of laboratory. Prerequisite, 112. (Next offered 1982-83.)

227F Genetics. Study of the hereditary materials as analyzed by genetic, chemical, and mathematical techniques. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122. Ellis.

228S Invertebrate Zoology. An introduction to multicellular invertebrate organisms, with emphasis on diversity, structure and function, ecology, and evolution. Three hours of class and three hours of laboratory. Prerequisite, 112. (Offered in alternate years.) McManus.

229F Man and the Environment. The study of soil, water, air, vegetation, and wildlife as they relate to man's existence. Consideration of the problems of feeding an increasing world population and the impacts of pollution, technology, and urban growth on the life support systems of man. Open to sophomores. May not be counted toward the concentration or the minor. Putala.

231F Plant Diversity. Survey of the plant kingdom; morphology and life histories of algae, bryophytes, and vascular plants, with emphasis on phylogenetic relations. Three hours of class and three hours of laboratory. Prerequisite, 122. Putala.

321W Radioisotope Methodology. The principles of radioactive decay and its measurement, with experiments illustrating radiotracer applications in the biological sciences. Special emphasis on safety in handling radioactive material. Prerequisite, two courses in the concentration and Chemistry 223. May not be counted toward the concentration or the minor. (Offered in alternate years.) Maximum enrollment, 12. Bell.

331S Physiology. Fundamentals of vertebrate physiology emphasizing functional and homeostatic controls which regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal, and endocrine systems. Three hours of class and three hours of laboratory. Prerequisite, 222. Gapp.

333F Embryology. Avian and mammalian embryogenesis and developmental anatomy of mammalian organ systems. Class periods concerned with contemporary topics in developmental biology. Three hours of class and three hours of laboratory. Prerequisite, 222. Miller.

337F General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals. Three hours of class and three hours of laboratory or field exercises. Prerequisite, 112 or 122. Open to juniors. McManus.

338S Plant Form and Development. Structure, development, and variations of vegetative and reproductive organs in seed plants. Two hours of class and four hours of laboratory. Prerequisite, 122. (Offered in alternate years.) Putala.

[348S] Systematics of Flowering Plants. Principles of taxonomy of flowering plants, with emphasis on flora of the northeast. Three hours of class and three hours of laboratory. Prerequisite, 122. (Next offered 1982-83.)

350S Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological organization. Maximum enrollment, 10. Preference given to juniors. Prerequisite, four courses in the concentration. Chiquoine.

441F Evolutionary Biology. Modern evolutionary theory. Study of micro- and macroevolutionary phenomena and the historical record; laboratory emphasis on models and computer simulations of population processes and analysis of data. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122. Open to juniors. Price.

442S Cytogenetics. A study of the part played by cells in causing the phenomena of heredity, mutations, and evolution. Three hours of class and three hours of laboratory. Prerequisite, 227. Open to juniors. Ellis.

444F Endocrinology. An integrative approach to the endocrine systems which regulate growth, metabolism, electrolyte balance, and reproduction; control of hormone secretion and mechanisms of hormone action are emphasized. Three hours of class and three hours of laboratory. Prerequisite, 222. Gapp.

446S General Biochemistry. An introduction to the chemical components of cells and the major pathways of energy metabolism in pro- and eukaryotic organisms. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122, and Chemistry 224. Bell.

Chemistry

Leland E. Cratty, Donald J. Denney, Robin B. Kinnel (F,W,S), Keith R. Osterhout, and Lawrence K. Yourtee *(Chair)*.

A concentration in Chemistry consists of eight courses, which must include 223-224, 333, 334, and two courses chosen from 337, 340, 441 and 442.

Certain courses in Physics and Mathematics are prerequisite for 333 and 335. Additional work in Chemistry and/or Physics and Mathematics is recommended for students planning graduate work in Chemistry. This may include independent study in Chemistry. Departmental honors will be determined on the basis of excellence in course work and in an independent project. A minor in Chemistry consists of five courses, which must include 223-224 and 335 (333). Winter term courses may not be counted toward the concentration or the minor. Students interested in a program leading to a degree certified by the American Chemical Society should consult with the Department as early as possible.

[110W] Introduction to Chemistry. An introduction to selected chemical principles, with emphasis on application to modern technology and the

environment. Designed for students who do not expect to take further work in Chemistry. Not open to students who have had previous work in college Chemistry.

111F General Chemistry. An introductory study of fundamental concepts and principles of Chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 111 and 117. Yourtee.

112S General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111. Yourtee.

114W Topics in Chemical Analysis. Intensive laboratory work involving samples of environmental interest. Class discussions on sampling, sources of chemical "pollution," and the chemistry, efficacy and limitations of analytical methods. Field projects and student seminars. Prerequisite, 111. Credit not allowed for both 114 and 117. (Offered in alternate years.) Maximum enrollment, 20. The Department.

117F Quantitative Analytical Chemistry. A study of fundamental concepts and principles of Chemistry with emphasis on their application in classical quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 111 and 117. Cratty.

[120W] Edible Chemistry. A first course in nutrition, with an emphasis on understanding the metabolic role of the various nutritional requirements. Some attention to secondary metabolic needs: vitamins, hormones, and trace minerals. Laboratory work included. Open to students who have not had Chemistry 223 or Biology 111. High school biology or chemistry desirable.

216S Inorganic Chemistry. The systematic chemistry of elements other than carbon. The periodic nature of chemical and physical properties of selected main group and transition group elements. Laboratory includes synthesis, characterization, and analysis of inorganic compounds. Three hours of class and three hours of laboratory. Prerequisite, 117 or 112. Cratty.

223F-224S Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 112 or 117. 224 may not be taken as a separate course. Osterhout.

333F Physical Chemistry I. Principles of thermodynamics and their application to closed and open systems, phase and chemical equilibrium,

thermodynamics of solutions, electrochemistry, kinetic theory and transport processes. Three hours of class and three hours of laboratory. Prerequisite, 112 or 117, Physics 110-120, and Mathematics 213 (may be taken concurrently with consent of the instructor). Denney.

334S Physical Chemistry II. Elementary quantum theory, atomic and molecular structure and spectroscopy, statistical thermodynamics, chemical dynamics. Three hours of class and three hours of laboratory. Prerequisite, 333. Denney.

335F Same course as 333, but without laboratory. Not acceptable for a concentration in Chemistry. Denney.

336S Same course as 334, but without laboratory. Not acceptable for a concentration in Chemistry. Denney.

337F Chemistry of Natural Products. The structure, synthesis, and biosynthesis of natural products. Examples drawn from terpenes, steroids, acetogens, alkaloids, fungal metabolites, and polycyclic pyrrole pigments. The laboratory involves structure proof and synthesis of compounds of interest to natural products chemistry. Three hours of class and three hours of laboratory. Prerequisite, 223-224. Osterhout.

339F Same course as 337, but without laboratory. Not acceptable for a concentration in Chemistry. Osterhout.

340S Physical Organic Chemistry. Application of quantitative and thermodynamic principles to organic chemical reaction mechanisms; introduction to molecular orbital theory and its application to both thermal and photochemical reactions. Laboratory exercises include study of a particular mechanistic problem using the tools of both physical and organic chemistry. Three hours of class and three hours of laboratory. Prerequisite, 223-224 and 334 (may be taken concurrently). Osterhout.

441F Chemical Instrumentation. A study of the principles of instrumentation and their application to the characterization of chemical systems. Two hours of class and four hours of laboratory. Prerequisite, 334. Denney.

442S Inorganic Chemistry. A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 334. Cratty.

443S Same course as 442 but without laboratory. Not acceptable for a concentration in Chemistry. Cratty.

Chinese (Mandarin)

See Critical Languages

Classics

James S.A. Cunningham *(Chair)*.

The Department offers concentrations in Classics and Classical Studies. The requirements for a concentration in Classics may be met by the following: either a) six courses in Greek or in Latin and two courses in Classical Studies, or b) four courses in Greek and four in Latin and two courses in Classical Studies. The requirements for a concentration in Classical Studies are the following: one year of Greek or Latin and six courses in Classical Studies. The following courses offered in other departments may be substituted for courses in Classical Studies to satisfy the concentration requirement: Art 261; Comparative Literature 122; Philosophy 201; Religion 210, 245, and 341. Candidates for departmental honors must achieve an average of not less than 88 in their concentration and must complete with distinction the departmental senior program. The Department offers minors in Classics and Classical Studies. The requirements for a minor in Classics may be met by the following: either a) four courses in Greek and one course in Classical Studies, or b) four courses in Latin and one course in Classical Studies. The requirements for a minor in Classical Studies are: one year of Greek or Latin and three courses in Classical Studies.

Greek

110F Elementary Greek. Thorough grounding in grammatical forms, syntax, and vocabulary. Written and oral exercises. Elementary readings in the original language.

120S Elementary Greek. Further study of grammar, syntax, and vocabulary. Substantial translation of original selections from Greek authors. Prerequisite, 110.

210F Intermediate Greek. Extensive reading in selected prose authors. Systematic review of grammar. Prerequisite, 120. Cunningham.

311S Homer and Lyric Poetry. Reading in the *Iliad* or *Odyssey*. Introduction to Homer's literary art. Selections from early Greek elegiac, melic, and iambic poetry. Political, social, and intellectual background of archaic Greece. Prerequisite, 210. (Offered every third year.) Cunningham.

[325S] Greek Historians. Selections from Herodotus, *The Persian War*, and Thucydides, *The Peloponnesian War*. Introduction to the origins and development of Greek historical writing. Study of major themes, historiographical principles, and styles. Prerequisite, 210. (Offered every third year; next offered 1982-83.)

[335S] Greek Drama. Selected plays read in Greek and in translation. Studies of the origins of Greek drama, both tragedy and comedy. Problems

of staging, structure, and themes. Prerequisite, 210. (Offered every third year; next offered 1983-84.)

Latin

110F Elementary Latin. Thorough grounding in grammatical forms, syntax, and vocabulary. Written and oral exercises. Elementary readings in the original language.

120S Elementary Latin. Further study of grammar, syntax, and vocabulary. Substantial translation from Latin authors. Prerequisite, 110.

210F Intermediate Latin. Reading of Cicero, *Pro Caelio.* Collateral reading of selected poems of Catullus. Introduction to the three main genres of Cicero's prose works: essays, letters, and orations. Systematic grammar review. Prerequisite, 120.

[310F] Roman History. Selections from Livy, *Ab Urbe Condita*, and Tacitus, *Annales.* Emphasis on historical outlook and literary merit. Study of the historians' use of sources, narrative techniques, style, and reliability. Prerequisite, 210. (Offered every third year; next offered 1982-83.)

[331S] Augustan Age Poetry. Selections from Horace, Virgil, Ovid, Propertius, and Tibullus. Emphasis on poetic techniques and originality, relations to Greek poetry, and literary and ethical views. Consideration of political and social factors of the Augustan period. Prerequisite, 210. (Offered every third year; next offered 1982-83.)

351S Roman Drama. Selected plays of Plautus, Terence, and/or Seneca in Latin and others in translation. A survey of the development and technique of Roman drama; relationship of Roman drama to Greek models, comparison of Roman comedy and tragedy. Prerequisite, 210. (Offered every third year.)

Classical Studies

110F Foundations of Western Civilization: Greece. An introduction to the history, literature, and thought of ancient Greece. Emphasis on social and political organization. Greece viewed as starting point of later Western civilization. Selected readings from Greek authors in translation. Cunningham.

120S Foundations of Western Civilization: Rome. An introduction to the legacy of Rome through the study of its history and literature. Rome's role as a mediator of Greek culture to Western society. Selected readings from Latin authors in translation. Cunningham.

230F Ancient Historians and Historiography. Readings in Herodotus, Thucydides, Livy, and Tacitus. Lectures on the development of

historiography, its relationship to philosophy, politics, literature, science, and the problem of fact and interpretation. Cunningham.

[250F] Epic Tradition in Greece and Rome. An introduction to the genre of epic poetry through selected readings of the *Iliad* and the *Odyssey* by Homer, the *Argonautica* of Apollonius, Virgil's *Aeneid*, and Lucan's *Pharsalia*. Attention to questions of originality, continuity, and imitation. (Offered in alternate years; next offered 1982-83.)

[270S] Greek and Latin Tragedy. Selected plays of Aeschylus, Sophocles, Euripides, and Seneca read in translation. Introduction to Greek and Roman theatre with attention to the problems of the origins of drama in Greece and the evolution of drama in Greco-Roman society.

310S Greek and Roman Law. Introduction to the legal and judicial systems of Greece and Rome. Emphasis on the development of Roman Law into a universal legal code. (Offered in alternate years.) Cunningham.

330W Topics in Classical Studies. Subjects chosen from a range of topics, including fifth century Greece, Greek and Roman biography, didactic poetry, pastoral poetry, etc. Topic for January, 1982: Greek and Roman biography. Cunningham.

450F,S Senior Program. A project limited to senior concentrators in the Department, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. The Department.

Comparative Literature

Evelyn Beck, Vickie S. Grove, Nancy Rabinowitz (F), Peter Rabinowitz *(Chair)*, and Carol Rupprecht.

A concentration in Comparative Literature consists of nine courses, including five courses designated as Comparative Literature and four courses in literature in the original language. Requirements include Comparative Literature 211 and 297, and either two literature courses numbered 210 or above in each of two foreign languages, or two courses numbered 210 or above in one foreign language and two courses in English or in American literature numbered 200 or above. Comparative Literature 211 should be completed before the junior year; concentrators are urged to take 495. Only one 100-level course may be counted toward the concentration. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature. Honors will be awarded on the basis of the cumulative record and performance on a comprehensive examination in the senior year.

A student may count one of the following courses offered in the Classics Department, the Department of Germanic and Slavic Languages and

Literature, and the Department of Romance Languages and Literature toward the Comparative Literature concentration, subject to the restriction on 100-level courses in the concentration: Classical Studies 250 and 270, German 160, Russian 240, and Spanish 180 and 220. Please consult departmental listings.

A minor in Comparative Literature consists of five courses, including either Comparative Literature 211 or Comparative Literature 297; two other courses designated as Comparative Literature; and two other courses in Comparative, English, or foreign literature. Only two 100-level courses may be counted toward the minor.

[122] The Myth of Electra. A comparative study of classical and modern dramatic treatments of the Orestes-Electra story. Readings from Aeschylus, Sophocles, Euripides, Hofmannsthal, Sartre, Giraudoux, and O'Neill. (Next offered 1982-83.)

[123F] Women in Medieval and Renaissance Literature. Focus on representations of women in major French, Italian, and English works. Selections from lyric and epic poetry, prose, and drama, including such authors as Petrarch, Castiglione, Rabelais, Shakespeare, Spenser, and Milton. (Next offered 1983-84.)

141S Studies in Short Fiction. A comparative study of selected short fiction of the nineteenth century, with special emphasis on the interplay of fantastic and realistic elements. Readings to include works by Hoffmann, Poe, Gogol, Chekhov, and Maupassant. Grove.

[142S] Twentieth Century Fiction, Continental and British. An introduction to the critical analysis of literature. Readings include works by Chekhov, Proust, Kafka, Mann, Gide, Woolf, and Lessing. Not open to juniors and seniors. (Next offered 1982-83.)

211S Introduction to European Literature I. Study of representative texts in Western literature from the Bible and works by Homer, Virgil, Dante, and Calderon de la Barca. Not open to seniors except by consent of the instructor. Rupprecht.

212F Introduction to European Literature II. Study of representative texts in Western literature from the eighteenth century to the present, including selections by Goethe, Flaubert, Dostoyevsky, Ibsen, Brecht, and others. May be taken without 211. Not open to seniors except by consent of the instructor. Grove.

[222S] Nineteenth Century Russian Literature and the European Tradition: The Hero as Failure. Discussion of Russian literature in the context of the Western European works that influenced and were influenced by it. Emphasis on the recurring image of a weak male protagonist unable to come to terms with a stronger, more adaptable woman. Analysis of the theme as both a reflection of Russian attitudes toward love and a metaphorical expression of political frustration in a repressive society.

Readings by Byron, Pushkin, Lermontov, Gogol, Turgenev, Flaubert, Dostoyevsky, James, Tolstoy, Chekhov, and others. (Next offered 1982-83.)

224S Death and Dying in Modern Literature. An exploration of contemporary attitudes toward death and dying as reflected in literature. Focus on works in several genres that use the death process as an organizing principle; examination of the process as it is experienced by the dying person and those close to him or her, and as it is affected by social institutions. Texts will include works by Mitford, Freud, Tolstoy, Hemingway, de Beauvoir, Hopkins, Donne, Dickinson. Prerequisite, one course in Comparative, English, or foreign literature, or consent of the instructor. Beck.

241W Tragedy. The development of tragic drama from classical times to the present. Works by Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Ibsen, Pirandello, and O'Neill. Selected readings in the theory of tragedy. (Offered in alternate years.) Maximum enrollment, 25. N. Rabinowitz.

[245F] Modern European Drama. Critical readings of works by major dramatists of the nineteenth and twentieth centuries. Representative plays of Buchner, Ibsen, Strindberg, Chekhov, Pirandello, Brecht, Beckett, and others. Prerequisite, one course in Comparative, English, or foreign literature, or consent of the instructor. (Next offered 1982-83.)

258S Opera. A study of the literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Readings to include such works as *The Marriage of Figaro, Tristan and Isolde, Der Rosenkavalier,* and *Wozzeck.* Prerequisite, two courses in literature, or two courses in music, or one course in each field, or consent of the instructors. (Same as College Course 258 and Music 258.) P. Rabinowitz and Bonta.

273F Ancient Myths. Readings in the Bible and in Babylonian, Greek, and Roman mythology, with specific attention to those myths which have reappeared most noticeably in Western European literature. Gilgamesh, Enuma Elish, the Bible, Hesiod, Aeschylus, Homeric Hymns, Ovid, and others. (Offered in alternate years.) Rupprecht.

[274S] European Literature in the Middle Ages. Readings in sacred and secular literature of medieval England, France, Italy and Spain. Exploration of such problems as the pagan hero with Christian ethics, the erotic language of devotional poetry, and the bawdy humor of clerical satire in representative vernacular texts. Prerequisite, one course in Comparative, English, or foreign literature. Open to sophomores. (Next offered 1983-84.)

[275F] European Literature in the Renaissance. Changing views of humanity in the works of representative sixteenth and early seventeenth century authors, including Erasmus, Machiavelli, Montaigne, and

Cervantes. Prerequisite, one course in Comparative, English, or foreign literature. (Next offered 1983-84.)

[277S] European Literature in the Eighteenth Century. A consideration of the strains of sentimentality and irony in selected eighteenth century essays, plays, and novels. Readings to include works by Richardson, Diderot, Rousseau, Sterne, Voltaire, Lessing, Goethe, Beaumarchais, and others. Prerequisite, one course in Comparative, English, or foreign literature. (Next offered 1982-83.)

279S Romanticism. A comparative approach to Romanticism through the fiction, drama, lyric poetry, and literary criticism of the period. Authors to include Hoffmann, Novalis, Friedrich Schlegel, Hugo, Baudelaire, Wordsworth, and Coleridge. Prerequisite, one course in Comparative, English, or foreign literature. (Offered in alternate years.) Grove.

[280F] From Realism to the Avant Garde. The development of the novel and prose drama in the nineteenth and twentieth centuries. Special attention to the changing relationships between art and reality. Readings by Ibsen, Tolstoy, Chekhov, Kafka, Brecht, Sarraute, and others. Prerequisite, one course in Comparative, English, or foreign literature. (Next offered 1982-83.)

290F Feminist Approaches to Literature. Topic for 1981-82: Images of Woman, Ancient and Modern. A feminist reconsideration of recurring images of woman, their development in antiquity and continuing impact on the present. (Offered in alternate years.) Beck.

297F The Study of Literature: Critical Tools. Exploration of the kinds of questions that may be asked about literary texts in themselves, and in relation to such disciplines as history, philosophy, and psychology. Critical theory, drama, poetry, and fiction. Prerequisite, two semesters of Comparative, English, or foreign literature. Open to sophomores. P. Rabinowitz.

[320F] Contemporary Latin American Novel. A study of the major prose works of the great generation of writers known as the Latin American "boom:" Borges, Sabato, Rulfo, Carpentier, Cortazar, Fuestes, Garcia Marquez, and Vargas Llosa. Classes meet once a week for a joint 80-minute lecture in English and as two separate groups for 50-minute discussion sessions in English and Spanish. Students of Spanish read texts in the original. (Same as Spanish 320.) (Next offered 1983-84.)

340F Topics in Genre Studies. Topic for 1981-82: Drama. Intensive study of three major dramatists of the modern theater—Ibsen, Pirandello, and Brecht. The development of each author traced through plays and writings on the theater. Readings and discussion supplemented by filmed versions of plays. Prerequisite, two courses in Comparative, English, or foreign literature, or consent of the instructor. Grove.

[351S] Literature and Psychology. Introduction to methods of interdisciplinary study. Exploration of specific topics in Freud and Jung, followed by application of psychological insights to close readings of selected literary texts such as *King Lear, Faust,* and *Wuthering Heights.* Prerequisite, two courses in Comparative, English, or foreign literature, or consent of the instructor. Open to juniors. (Next offered 1983-84.)

[352F] Literature and Ethics. Study of literature as a vehicle for moral concerns and of the relevance of ethics to literary judgment. Special emphasis on popular literature, feminist and Marxist criticism, and the problems raised by censorship and pornography. Selected novels, plays, and criticism by such writers as Plato, Ibsen, Dostoyevsky, Tolstoy, Spillane, Booth, Lenin, Drabble, Piercy, and others. Prerequisite, two courses in Comparative, English, or foreign literature. (Next offered 1982-83.)

390F Major Women Authors. Comparative treatment of important women writers. Special attention to the formation of a female literary tradition. Prerequisite, one course in Comparative Literature or women's studies. (Offered in alternate years.) Beck.

[395S] Author and Influence: Problems in Comparative Methodology. Study of a major author in the international literary context. Emphasis on her or his relationship to historical events, other literary figures, and the reading public. Topic for 1982-83: Shakespeare. Prerequisite, two courses in Comparative, English, or foreign literature. (Next offered 1982-83.)

398S Feminist Criticism. An exploration of the origins of feminist criticism and an examination of its relationship to other modes of criticism. A combination of theory and practice, through the application of feminist criticism to selected works of literature. Texts include theoretical works by Showalter, Ohmann, Marx, Cixous, Kolodny, Woolf, and others; and fiction and poetry by Gilman, Chopin, and Dickinson. Prerequisite, two courses in Comparative, English, or foreign literature, or consent of the instructor. Beck.

[490F] Translation Theory: Methods and Problems. Seminar for advanced students with proficiency in at least one foreign language. Discussion of theoretical readings and comparative analysis of translations. Supervised independent work. Prerequisite, consent of the instructor. Open to juniors. (Next offered 1983-84.)

495S Senior Seminar: Topics in Comparative Literature. Topic for 1981-82: Realism. An examination of a variety of nineteenth and early twentieth century approaches to realistic narrative, with emphasis on their relationships to society, ethics, and psychology. Special attention to Dostoyevsky and Chekhov as representatives of opposing modes of realistic fiction; readings, in addition, by Austen, Flaubert, Twain, Proust, and others. Open to seniors. P. Rabinowitz.

Computer Science

See Mathematics

Creative Writing

See appropriate courses in English

Critical Languages

Ginger Miller (Director of Critical Languages)

The Critical Languages Program is basically self-instructional; students work mainly with recorded material and meet three times a week in small groups with a native speaker of that language. Twice each term, the student's progress and achievement are evaluated by an external examiner, a professor of the target language. With a few exceptions, the languages are offered for a two-year sequence, and the emphasis is on oral proficiency. Languages offered for each year are determined by student interest and by the availability of qualified native speakers, examiners, and suitable material. Since students are expected to do a great deal of independent work, they must be highly motivated and self directed.

For the academic year 1981-82, the following will be offered:

115F-116S First Year Arabic

215F-216S Second Year Arabic

101F-102S First Year Chinese (Mandarin)

201F-202S Second Year Chinese (Mandarin)

107F-108S First Year Modern Hebrew

207F-208S Second Year Modern Hebrew

110F-120S First Year Italian

130F-140S Second Year Italian

111F-112S First Year Japanese

211F-212S Second Year Japanese

121F-122S First Year Swahili

221F-222S Second Year Swahili

Dance

See Theatre and Dance

Economics

James Bradfield, Charles F. Collier, Christopher T. Irvin, Derek C. Jones *(Chair)*, Thomas Millon, Daniel J. Richards, Donald A. Shepard, and Sidney Wertimer, Jr.

A concentration in Economics consists of 100, 110, 265 or 266, 275, 285, and three additional courses, at least two of which are other than industrial relations, introduction to financial markets, corporation finance, and accounting. Students concentrating in Economics are encouraged to take intermediate micro- and macro-theory as well as statistics before the senior year so that they may apply these theoretical tools in upper-level courses. Differential and integral calculus, methods of quantitative research (Economics 400), and linear algebra are recommended for students planning graduate work in economics. For students planning graduate work in business, differential and integral calculus are recommended. Students may earn honors in the concentration on the basis of excellent work in economics courses and a research paper showing evidence of outstanding work in the field. A minor in economics consists of 100, 110, 275, 285, and one other course.

100F,S Introduction to Macroeconomics. National Income: measurement; the determination of production and employment levels. The role of the government in the economy; fiscal policy. The money supply, monetary policy, and inflation. International trade and payments. The Department.

110F,S Introduction to Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed. Profit maximizing; behavior of firms under differing competitive conditions. Pricing of factors of production and income distribution. Taxation, discriminatory pricing, and government regulation. The Department.

130W Survey of Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Emphasis on theory rather than description. (Not open to students who have taken 100 or 110, and does not count toward concentration.) Maximum enrollment, 50. Richards.

150W Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. Theories of labor movements and an examination of the American labor movement from a comparative perspective. Special attention to contemporary problems, such as strikes in the public sector. Maximum enrollment, 30. Jones.

180F Introduction to Financial Markets. Introduction to the principles used by corporations in making investment and financing decisions. The

average level and variability of a firm's earnings flow as influences on the market value of its stocks and bonds. Institutional study of financial market mechanisms and mutual funds. A survey of empirical studies of various stock market investment strategies. Bradfield.

190S Corporation Finance. Forms of business organization with emphasis on the development and importance of the modern corporation, its nature, and financial problems from the viewpoint of an outsider (rather than a manager). A required one day field trip to New York City. Wertimer.

230F Accounting. An elementary study of how the financial transactions of a business firm are usually classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores. Wertimer.

235S Industrial Organization and Public Policy Toward Business. Analysis of the relationship between market structure and industry performance. The antitrust laws and their application, interpretation, and enforcement. Regulation as an alternative to market-determined decisions. Emphasis throughout on applied microeconomic theory. Prerequisite, 110. Richards.

245F Money and Banking. The Federal Reserve System, commercial banks, and the control of the money supply. Structure of the banking industry. Goals and tools of monetary policy. Prerequisite, 100. Richards.

265S Applied Statistics. An introduction to statistical techniques used in the analysis of business and economic data. Descriptive statistics, probability theory, statistical inference, regression and correlation. Prerequisite, 100 and 110, or consent of the instructor. (Not open to students who have taken Mathematics 100, Psychology 210, or Economics 266.) Collier.

266F Applied Statistics. Statistical techniques used in the analysis of business and economic data. Descriptive statistics, probability theory, statistical inference, regression and correlation. More advanced coverage than 265S. Prerequisite, 100, 110, and Mathematics 112 or 119; or consent of the instructor. (Not open to students who have taken Mathematics 100, Psychology 210, or Economics 265.) Millon.

275F,S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures. Theories of resource allocation, pricing, and income distribution. General equilibrium and economic efficiency. Prerequisite, 100 and 110. Collier (Fall); Irvin (Spring).

285F,S Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment, and the demand for money; unemployment and inflation; and theories of economic growth. Prerequisite, 100 and 110. Richards (Fall); Jones (Spring).

300W Approaches to Political Economy. An examination of methodologies used by economists, including neo-classical, institutional, and Marxist. Application to problems of growth, education, the capital controversy, and the role of the state. The writings of Veblen, George, Friedman, Samuelson, Galbraith, and the "New Left." Prerequisite, 100 and 110. Maximum enrollment, 20. Collier.

302W The Chinese Economy. Historical, institutional, and topical study of the Chinese economy, concentrating on the period after 1949. Analysis of problems including Chinese agriculture and industry, price formation and planning, and alternative approaches to development. Prerequisite, 100 and 110. Maximum enrollment, 25. Irvin.

[303W] Economics of World Food. An analysis of the economics of food production in alternative social systems and physical environments. Income, population growth, and the demand for food. Internal distribution and world trade in food products. Prerequisite, 100 and 110. (Next offered 1982-83.)

305S Workers' Participation in Management and Self-Management. An examination of the history, doctrine, theory, performance, and future prospects for the development of schemes which allow for workers' participation in management, including self management. Concentration on producer cooperatives, co-determination, and similar schemes in Europe and the United States. Prerequisite, 100 and 110. Jones.

308F The Economics of Public Policy. The application of microeconomic theory to public policy problems including welfare reform and poverty. Prerequisite, 100 and 110. Shepard.

[315W] Environmental Economics. The problems of market breakdown caused by existence of common property resources. The general problem of determining public policy to correct for market breakdown. Prerequisite, 100 and 110. (Next offered 1982-83.)

325S Comparative Economic Systems. A comparative analysis of market and centrally planned systems. Criteria for evaluation. An examination of market, command, mixed, and market socialist economies. Prerequisite, 100 and 110. Collier.

333S International Economics. The theoretical basis of international trade and the relationship between trade and the national economy. Tariffs, customs unions, exchange rates, international monetary problems, and the mechanisms of adjustment. Prerequisite, 100 and 110. Richards.

[335F] Public Finance. The analysis of government spending and taxation as these impinge on questions of stabilization, resource allocation, and income distribution. Issues of fiscal federalism. Prerequisite, 100 and 110. (Next offered 1982-83.)

340S Economic Development. Analysis of the process of development in low income countries. Alternative models of growth. Population growth, education, and labor supply; savings and capital supplies. Patterns of resource use, planning models, and project choice. Distributional issues in the growth process. Prerequisite, 100 and 110. Irvin.

[345F] Economic Analysis of Urban Areas. The location, size, and growth of cities. The theory of income distribution applied to urban Black poverty. Location theory and the spatial distribution of activity within the city. Analysis of selected urban problems and proposed solutions. Prerequisite, 100 and 110. (Next offered 1982-83.)

[365S] American Economic History. An examination and explanation of the American economy from colonial times to the twentieth century. Prerequisite, 100 and 110. (Next offered 1982-83.)

375F Seminar in the History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 100 and 110. Collier.

[390F] Labor Economics. An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 100 and 110. (Next offered 1982-83.)

400S Methods of Quantitative Research. A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisite, 265. Millon.

410F Topics in Microeconomics. A mathematical treatment of several topics from microeconomic theory; excursions into some more advanced areas not covered in 275. Prerequisite, 275 and Mathematics 112 or 119; or permission of the instructor. Bradfield.

425S Theory of Financial Markets. The theory of portfolio selection and its implications for the measurement of risk, the equilibrium structure of bond and stock prices, and financing and investment decisions of corporations. Empirical tests of portfolio theory using mutual fund performance. Random walk and efficient market models of stock price behavior. Prerequisite, 265 or 266, 275 and Mathematics 111. Bradfield.

430W Topics in Macroeconomics. An excursion into some advanced areas not covered in 285. Some emphasis on recent developments in monetary theory and their application to macroeconomic issues. Prerequisite, 285. Maximum enrollment, 20. Millon.

490S Seminar on Policy Evaluation. Examination of methods and principles for evaluating public policies. Perspectives on policy analysis from economics, philosophy, and political science. Case studies of policy evaluation, including regulation, taxation, and energy. Prerequisite, consent

of the instructor. (Same as Government 490 and Philosophy 490.) Paris, Shepard, and Werner.

English

George W. Bahlke, Edwin Barrett (Theatre and Dance), John M. Bowers, Austin Briggs, Jean D'Costa, Janet Halley, Dwight Lindley, Ivan Marki, J. Diane Mowrey, John H. O'Neill, Richard Osberg, A.B. Paulson, Irma Rosenfeld, William Rosenfeld, Nathaniel Strout, Frederick Wagner *(Chair)*.

The Department offers concentrations in English and Writing, as follows:

English
A concentration consists of eight courses in English and American literature, including 200 and three other courses in literature before 1800. These latter should ordinarily be elected before the courses in literature after 1800. Comparative Literature 297 may count toward the concentration but not toward the minor. Concentrators may elect to take written and oral examinations in English late in their senior year; if they earn a grade of B+ or better on the examination and a cumulative average of B+ or better in the courses they take for their concentration, they will receive departmental honors in English. A minor consists of five courses in English and American literature, including 200 and one other course in literature before 1800.

Writing
A concentration consists of eight courses: 200; 203; 205; 410; a course chosen from among 412, 418, and 421; a second course in literature in the original; an independent writing project in the senior year; and one of the following: a third writing course at the 400 level, a third course in literature in the original, or a second independent project in writing. Students may take no more than one writing course a term (410, which must be taken no later than spring of the junior year, is the sole exception; see description); therefore, those who wish to concentate must complete either 203 or 205 by the end of the sophomore year. Concentrators are urged to develop proficiency in a foreign language. For departmental honors the concentrator may submit a collection of manuscripts, including (1) an essay and (2) poems, stories, or plays. The essay may be a formal essay in literary criticism, an essay on a subject other than literature, or a familiar essay; the second portion may include ten poems, three short stories, or two one-act plays. Students who earn a B+ or better on this writing and a B+ or better cumulative average for the courses taken for the concentration will receive departmental honors in Writing. A minor consists of 200, 203, 205; a course chosen from among 410, 412, and 418; and a second course in literature in the original.

110F-120W,S Introductory College English. Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in modern and ancient literature. A student who fails 110 for some reason other than neglect of work and then passes 120 or 121 may, on the recommendation of the Department, receive a revised grade of D– for 110. Maximum enrollment in 120W is 12. Open only to freshmen and sophomores. The Departments of Comparative Literature and English.

[121S] Introductory College English. Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in expository prose. Special emphasis on language training with practice in speaking and reading Standard English. Equivalent to 120. Prerequisite, 110. Placement by consent of instructor. (Next offered 1982-83.)

125W Introductory Writing: Fiction and Poetry. Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. Two and one half hours of class each day. Order of priority: seniors, juniors, sophomores, freshmen. Does not count toward a concentration in Writing. Prerequisite, 110 or its equivalent; not open to students who have taken 203 or 205. Maximum enrollment: two sections of 16 each. D'Costa, Rosenfeld.

200F,S Introduction to English Literature. Analysis of texts selected from representative authors from the beginnings to 1800. Emphasis on Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Four essays required. Prerequisite, 110 with a grade of at least C–, or its equivalent, or 120 or 121. The Department.

202F,S Intermediate Expository Writing. For students who have not taken 120 and need intensive practice in writing lucid, coherent expository prose. Prerequisite, either 110 or 200 or the equivalent, and consent of the instructor. Open only to sophomores and transfer students. Maximum enrollment, 12. Wagner.

203F,S Introductory Writing: Poetry. The fundamental techniques of writing poetry. Regular writing and reading assignments as well as critiques in class. Open to sophomores. Order of priority: sophomores, juniors, seniors. Prerequisite, 200 (which may be taken concurrently). Maximum enrollment, 16. Rosenfeld (Fall); Paulson (Spring).

205F,S Introductory Writing: Fiction. The fundamental techniques of writing fiction. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings during the fall and spring. Open to sophomores. Order of priority: sophomores, juniors, seniors. Prerequisite, 200 (which may be taken concurrently). Maximum enrollment, 16. Rosenfeld, Paulson.

210W Charles Dickens. *Hard Times, Great Expectations, Our Mutual Friend.* Prerequisite, 200. Not open to juniors and seniors. Maximum enrollment, two sections of 10 each. (Offered in alternate years.) Briggs.

220S Poetry and the Novel in England, 1800-1880. Study of the main trends in nineteenth century poetry and the novel through analysis of representative works by Wordsworth, Keats, Byron, Dickens, Thackeray, Meredith, and Hardy. Prerequisite, 200. Not open to seniors or to students who have taken 293 or 294. Lindley.

[230S] The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M.G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, and Faulkner. Prerequisite, 200. Not open to seniors. (Next offered 1982-83.)

260S Chaucer. A study of three dream-vision poems, *Troilus and Criseyde*, and major selections from *The Canterbury Tales*. Prerequisite, 200. Bowers.

279W Reading Poetry. The relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 200. Not open to senior concentrators. Maximum enrollment, 20. Marki.

281F Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 200. (Offered in alternate years.) Osberg.

[282F] Studies in American Authors. American Visionary Poets: a study of modes of perception that go beyond the intellectual or sensory (dream, nightmare, hallucination, trance) and of the poetic attempts to give them form. Works by Poe, Whitman, Hart Crane, Roethke, Ginsberg, and others. Prerequisite: one of the surveys of American literature. (Next offered 1982-83.)

[283F] Middle English Literature: 1100-1500. Medieval English literature excluding Chaucer with focus on the fourteenth century. Reading includes *The Pearl,* Mallory's *Morte Darthur, Sir Gawain and the Green Knight*, selections from *Piers Plowman*, and Middle Scots Poetry. Examination of a wide range of genres: the romance, debate, lyric, drama, and allegorical dream vision. Prerequisite, 200. (Next offered 1982-83.)

285S Contemporary American Fiction. Study of selected stories and novels by authors who began their careers after World War II. Prerequisite, 200. (Offered in alternate years.) Mowrey.

286S Milton. Readings of *Paradise Lost*, shorter poems, and selected prose works as historical and formal events. Prerequisite, 200. Open to sophomores. Halley.

287F The Early Renaissance. Representative works in poetry, prose, and drama of the sixteenth century. Major emphasis on Spenser, Sidney, Shakespeare, and Marlowe. Prerequisite, 200. Strout.

288S The Late Renaissance. Representative works in poetry, prose, and drama of the seventeenth century before 1660. Readings in such authors as Donne, Herbert, Jonson, Marvell, Browne, Shakespeare, Webster, and Ford. Prerequisite, 200. Open to sophomores. Halley.

289F English Literature: 1660-1744. Major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 200. O'Neill.

290S English Literature: 1745-1800. Major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Sterne, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 200. Open to sophomores. O'Neill.

292W Modern British and American Drama. Representative plays by such authors as Wilde, Shaw, Synge, T.S. Eliot, Pinter, Stoppard, O'Neill, Williams, Miller, and Albee. Order of priority: seniors, juniors, sophomores. Prerequisite, 200. Maximum enrollment, 30. Wagner.

293F English Romantic Poetry. The art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 200. Lindley.

294S English Victorian Literature. Representative works of important literary artists of the Victorian period, including Carlyle, Tennyson, Dickens, Browning, George Eliot, and Arnold. Prerequisite, 200. Open to sophomores. Lindley.

301F Faulkner and His Southern Contemporaries. Works of William Faulkner and such contemporaries as Flannery O'Connor, Robert Penn Warren, Eudora Welty, and Katherine Anne Porter. Prerequisite, 200 and one other course in literature. (Offered in alternate years.) Wagner.

[306F] Poetry of the Renaissance and Twentieth Century. A review of the problems involved in the analysis of poetry. An exploration of the relationship between poetry of the English Renaissance and modern poetry, focusing on the reappearance of such characteristics as irony, wit, and dramatic and meditative modes. Poems drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, T.S. Eliot, and Thomas. Prerequisite, 200. Maximum enrollment, 20. (Next offered 1982-83.)

307F Nineteenth Century American Literature. Representative works by Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, and Mark Twain. Prerequisite, 200. Marki.

309S Twentieth Century American Literature. Representative works by James, Frost, Pound, T.S. Eliot, Faulkner, Hemingway, Stevens, and others. Prerequisite, 200. Wagner.

310W The Comic Impulse in British Literature. An examination of works by such authors as Jonson, Shakespeare, Austen, Lewis Carroll, and Waugh in the light of theories about the nature of laughter and the comic developed by such critics as Meredith, Bergson, and Frye. Emphasis on works after 1800. Prerequisite, 200. Open to sophomores. Maximum enrollment, 30. Strout.

325W Seminar: Women in Medieval Romance: Sources, Themes, and Types. A study of the roles women assume (nun, temptress, lover, sorceress, anchorite, wife, allegorial emblem, queen) in the various genres of medieval romance. Seminar reports on a wide variety of historical and literary sources. Readings will include Thomas of Britain's *Tristan*, the *Lais* of Marie de France, the "A Fragment" of *The Romaunt of the Rose,* Chaucer's *Troilus and Criseyde, Sir Gawain and the Green Knight*, and *Pearl.* Prerequisite, 200. Open to juniors. Maximum enrollment, 20. Osberg.

[352S] British Literature from Hardy to World War I. Selected readings in poetry and the novel in this transitional period, with emphasis on the poetry of Hopkins, Yeats, and the poets of the Nineties, and the fiction of Hardy, Wilde, Conrad, Joyce *(A Portrait of the Artist as a Young Man),* and Forster. Prerequisite, 200. Open to sophomores. (Next offered 1982-83.)

353F British Literature since World War I. Particular attention to Yeats, Woolf, Lawrence, Waugh, T.S. Eliot, and Auden. Prerequisite, 200. Briggs.

354S The Novel in England since World War II. Reading of selected novels by such writers as Elizabeth Bowen, Kingsley Amis, Anthony Burgess, Muriel Spark, Angus Wilson, C.P. Snow, Iris Murdoch, Doris Lessing, and Margaret Drabble. Prerequisite, 200. Open to sophomores. (Offered in alternate years.) Bahlke.

355F Modern British Poetry. Modern British poets from Yeats to Hughes, with emphasis on T.S. Eliot, Lawrence, Auden, and Thomas. Prerequisite, 200. (Offered in alternate years.) Bahlke.

361S History of the English Language. The development of the English language from Anglo-Saxon times to the present. Special attention paid to language as speech, to the interpretation of literary and vernacular texts in the light of linguistic methodology, and to the formation of dialects of

English. Readings from Pyles, Jones, Wyld, Sapir, and others. Prerequisite, 200. Open to juniors. D'Costa.

410F,S Seminar in Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 110 or its equivalent. May be taken concurrently with another writing course. Open to juniors. Not open to students who have taken 202. Briggs, Lindley, and O'Neill (Fall); Lindley and O'Neill (Spring).

Seminar in Writing Poetry. For students whose work and purpose have developed sufficiently to warrant advanced work in poetry. Regular reading assignments and discussions as well as critiques in class. One three-hour class. Prerequisite, 203, 205, and consent of the Department. Paulson.

414S Seminar: James Joyce. *Dubliners, A Portrait of the Artist as a Young Man,* readings in *Finnegans Wake.* Major emphasis on *Ulysses.* Prerequisite, 200 and one other course in literature. Open to juniors. Briggs.

415S Seminar: The Novels of E.M. Forster and D.H. Lawrence. An exploration of the fusion of social and prophetic modes in these writers. Consideration of the influence of George Meredith's theory and practice of comedy on Forster's *A Room With A View* and *Howards End.* Lawrence's *Apocalypse* and selected prose as background for *The Rainbow, Lady Chatterley's Lover,* and *The Man Who Died.* Forster's *A Passage to India* and Lawrence's *Women in Love* as major examples of the prophetic mode in twentieth century literature. Prerequisite, 200. Open to sophomores. (Offered in alternate years.) Bahlke.

[416S] Seminar: Virginia Woolf. Close reading and discussion of the novels from *The Voyage Out* through *Between the Acts.* Prerequisite, 200 and one other course in literature. Open to juniors. (Next offered 1982-83.)

418F Seminar in Writing Fiction. For students whose work and purpose have developed sufficiently to warrant advanced work in fiction. Regular reading assignments and discussions as well as critiques in class. Suitable for students interested in playwriting. Students interested in writing for children should consult with the instructor. Prerequisite, 203, 205, and consent of the Department. D'Costa.

[421S] Seminar in Playwriting. For students who wish to learn the techniques of writing the one-act play in prose or verse and revising the play for production. Regular reading assignments, discussions, and critiques in class. Prerequisite, 205; one course in dramatic literature; and consent of the Department. (Next offered 1982-83.)

443F-444S Elizabethan and Jacobean Drama. English plays from the beginnings to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 200. 444 may not be taken as a separate course.

Students who elect both terms will receive a tentative grade at the end of the first and a double credit grade at the end of the second. Open to juniors. Barrett.

450S Criticism. Selected readings in literary theory, with emphasis on critics of this century. Requires long essay showing the student's progress in developing critical methods. Prerequisite, 200. Open to seniors, and to others with consent of the instructor. Marki.

Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses in each and two courses numbered 300 or higher. Students may combine courses from Classics (Greek, Latin); Germanic and Slavic Languages and Literature (German, Russian); and Romance Languages and Literature (French, Spanish). The combination may be departmental or interdepartmental (e.g., German/Russian, Latin/French). Students wishing to count other languages or work done at other institutions toward the concentration must receive approval for such work. Petitions for approval should be sent to the Committee on Foreign Languages, whose membership consists of the chairmen of the departments mentioned above.

Candidates for honors in Foreign Languages must elect a 550 course or an equivalent approved by the Committee as one of the coures offered for the concentation. Honors candidates will also be required to pass language proficiency tests in two foreign languages and to earn a B+ or better on an honors examination; these tests will be taken at the end of the senior year.

French

See Romance Languages.

Geology

Barbara E. Culler, Donald B. Potter (F,W,S), Barbara J. Tewksbury *(Chair)*, and William E. Wertz.

A concentration in Geology consists of 100, 110, 220, 230, 250, 550-560 and two other courses, excluding 115, 116, 117, 118, and 125. A course in geologic mapping, either at summer field camp or 260, is recommended. All concentrators, but especially those who are planning for a career in the earth sciences, should take basic courses chosen from Mathematics and Computer Science, Physics, Chemistry, and Biology, the numbers and choices depending on the student's aptitudes and interests. Departmental honors will be awarded on the basis of excellence in course work and the student's performance in the Senior Program. A minor consists of 100 and four other courses selected by the student and approved by the Department.

100F,S Principles of Geology. An introduction to the nature and origin of minerals, rocks, structures, and landforms. Applications to the subjects of plate tectonics, earthquakes, and internal structure and origin of the earth. Three hours of class and either a three-hour laboratory or a local field exercise. Field trip. Culler (Fall); Tewksbury (Spring).

110S Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution emphasized as the bases for the interpretation of geologic history. Three hours of class and three hours of laboratory or field exercises. All-day field trip. Prerequisite, 100. Wertz.

115W Environmental Geology. An introductory study of the interaction of humans with their geologic environment; of hazards from volcanic, earthquake, mass movement, floodplain, permafrost, and coastal processes; and of methods by which the effects of these processes can be predicted, dealt with, or eliminated. Consideration of problems of land-use planning, waste disposal, and the environmental aspects of natural resource production. Daily lecture and discussion or laboratory. May not be counted toward the concentration. Maximum enrollment, 20. Wertz.

[116W] Earthquakes. An introduction to the nature, origin, and prediction of earthquakes. Earthquakes as environmental hazards. Internal structure of the earth and plate tectonic movements deduced from seismology. Field trip to a seismological laboratory. May not be counted toward the concentration. Maximum enrollment, 20. (Next offered 1983-84.)

[117W] Planetary Geology. The geology of planetary bodies of the solar system, including the history of man's exploration of the solar system, what is known and inferred about the geology of the planets, and how that information has been obtained. Field trip to the Air and Space Museum in Washington, D.C. Extra cost. May not be counted toward the concentration. Maximum enrollment, 25. (Next offered 1982-83.)

118W Modern Science for the Layman. Readings from *Scientific American, Science 81, Nature, Science,* and other journals as a basis for group discussions of such topics as genetics, plate tectonics, elementary particles, energy, and computers. Course limited to persons who have had little or no exposure to natural science courses. Maximum enrollment, 20. Culler.

125S Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, nonmetals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. May not be counted toward the concentration. (Offered in alternate years.) Culler.

200F Geomorphology and Aerial Photo Interpretation. A study of the origin of landforms and their relationships to rock type, structure, erosional and depositional processes, and climate. Laboratory investigations include techniques and uses of airborne and satellite imagery. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 100. (Offered in alternate years.) Tewksbury.

[210S] Glacial Geology. Origins of glacial climates, nature and movement of glaciers, and glacial erosion and deposition. Three hours of class and laboratory assignments or field study. Field trips. Prerequisite, 100. (Next offered 1982-83.)

220F Mineralogy. Introduction to crystallography, crystal chemistry, and the theory of optical mineralogy. Identification of minerals by physical, spectrochemical, optical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 100 or consent of instructor. Culler.

230F Structural Geology. A study of the origin, development, and classification of macroscopic and microscopic structures in folded and faulted rocks, including consideration of the responses of rock materials to stress. Field, graphical, and laboratory techniques used in studying deformed rocks are emphasized. Three hours of class and three hours of laboratory. Field trips. Prerequisite, 110. Tewksbury.

240S Tectonics. A study of the architecture and evolution of features of the Earth's crust on a regional and global scale. Emphasis is placed on the contributions of geophysics and plate tectonic theory to an understanding of the internal structure of the Earth and the development of orogenic belts. Field trip. Prerequisite, 100. 110 is strongly recommended. Culler.

250S Sedimentology. An investigation of the fundamental properties of sedimentary rocks and the important physical and chemical processes which control their distribution. Laboratory studies include loose grain and petrographic analyses. Local field trips, and an extended field trip through the Appalachians. Three hours of class and three hours of laboratory. Prerequisite, 110 and 220. Wertz.

260fW Field Mapping, West Texas. Introduction to principles and practice of geologic mapping, using aerial photographs or topographic maps as base maps. Field area in Big Bend National Park. Extra cost. Prerequisite, 100. Minimum enrollment, 5; maximum, 15. Tewksbury.

[280F] Ore Deposits. A study of the geologic occurrence, genesis, and geographic distribution of the world's major metallic resources. Laboratory investigations emphasize exploration and assessment techniques. Mine trip. Three hours of class and three hours of laboratory. Prerequisite, 100. (Next offered 1982-83.)

285F Energy Resources. A study of the geologic occurrence, genesis, and geographic distribution of the Earth's energy resources. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 100. (Offered in alternate years.) Wertz.

[300F] Invertebrate Paleontology. The classification and evolutionary relationships of invertebrate fossils. Emphasis will be placed on paleoecology and the structure of paleo-communities. Three hours of class and three hours of laboratory or field study. Prerequisite, 110. (Next offered 1982-83.)

[310S] Igneous Petrology. A study of the chemistry, mineralogy, and origin of igneous rocks in the light of experimental data and field occurrences. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 110 and 220. (Next offered 1982-83.)

320S Metamorphic Petrology. A study of the chemistry, mineralogy, and origin of metamorphic rocks in light of experimental data and field occurrence. Three hours of class and three hours of laboratory. Weekend field trip. Prerequisite, 110 and 220. (Offered in alternate years.) Tewksbury.

330F Stratigraphy. Lithostratigraphic and biostratigraphic principles examined through field and laboratory study of the local Paleozoic strata. Principles of subsurface stratigraphy. Three hours of class and three hours of laboratory; field trips. Prerequisite, 250 or 300. (Offered in alternate years.) Wertz.

420S-430S Field Study, Iceland. An eight-week summer course to study tectonic, volcanic, glacial and sedimentologic features of Iceland. Focus on mapping and field investigation projects at three different locations in Iceland: Heimaey, Skaftafell, and Myvatn. Short investigations of selected geologic features in other areas of the country. Two weeks at Hamilton for laboratory analysis and preparation of maps and reports. Two units of credit. Prerequisite, 220 and 230. Minimum enrollment, 10; maximum, 12. Tewksbury and Wertz.

550F-560S Senior Program. A two-part program required of senior concentrators. First part: an independent study resulting in a senior thesis. Proposals for studies must be accepted before the end of junior year, and theses completed by start of spring semester of the senior year. Progress reports will be made by students in weekly fall seminars. Second part: senior seminar, a study in the spring term of a single major topic through literature, student presentations, and group discussions. The Department.

Germanic and Slavic Languages and Literatures

German

Thomas Colby *(Chairman)* and Sydna S. Weiss.

A concentration in German consists of eight courses numbered 130 or higher but including the sequence 210-220 and 550. A minor in German consists of five courses numbered 130 or higher, including the sequence 210-220. Either German 160 or 162, but not both, may be counted toward the concentration or the minor in German. Work in German may lead to either of two concentrations, one in Foreign Languages or one in German proper as described above. Students may earn departmental honors through distinguished achievement in the courses approved for the concentration and by passing with distinction a special examination in the final semester of the senior year.

110F-120S German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading, and writing. Four hours of class and laboratory work. The Department.

120W Second Term German in Europe. 120-level work covered in a German-speaking city. Visits to museums, theaters, and cinemas as language ability develops. Living in *pension.* Extra cost. Prerequisite, 110 or equivalent. Weiss.

[125F] Intensive Course for Beginners. Covers the work of two normal terms of introductory German in one term. Eight hours of class and laboratory work. Carries two course credits. (Next offered 1982-83.)

130F,S Third Term German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 120 or equivalent.

146S German for Business and Banking. Introduction to the vocabulary and idiom of commercial usage in German-speaking countries (Austria, Germany, Switzerland). Practice in reading and writing German business reports and correspondence. Prerequisite, 130 or consent of instructor.

162S Scientists and Society in Twentieth Century German Literature. Investigation of the complex relationship of scientists and society as presented in modern German literature. Literary texts read against background of historical and theoretical essays. Course taught in English. No German required. Weiss.

210F-220S Introduction to German Literature. Study of major writers and literary movements viewed against their respective social and political backgrounds. Approximate coverage: 210, medieval poets to Goethe; 220, Romantic writers to Kafka. Prerequisite, 130. Weiss (Fall); Colby (Spring).

230F-240S Composition and Conversation. Advanced practice in writing German prose. Practice in speaking German on a conversational level. Compositions and oral reports. Prerequisite, 130. (240 may be taken as a separate course only with permission of the Department.)

[330] German Drama. Historical study of German drama from medieval beginnings to present with emphasis on theatrical production as a determinant of style and form. Production of several short-form plays such as *Einakter, Fastnachtspiele, Horspiele.* Prerequisite, 130. (Next offered 1982-83.)

335W Winter Term in Europe. Study of German culture in a German-speaking city. Scheduled visits to museums, historical monuments, and theaters. All instruction and conversation in German. Living in *pension.* Extra cost. Prerequisite, 130. Colby.

400S German Romanticism. Study of the origins, literary expressions, and impact of the Romantic movement in Germany. Prerequisite, 210. Weiss.

410F-420S The Age of Goethe. Study of the origins and flourishing of German classicism. Approximate coverage: 410, Herder, Klopstock, Lessing, *Sturm und Drang* writings of Goethe, and Schiller; 420, Goethe's *Faust* and the later works of Schiller. Prerequisite, 210-220. Colby.

[430] German Poetry. Critical study and interpretation of German lyric poetry. Prerequisite, 210. (Next offered 1982-83.)

[440F] Contemporary German Literature. Readings in the recent literature of Austria, Germany, and Switzerland, and in the work of writers in exile since World War II. Prerequisite, 210. (Next offered 1982-83.)

550F Senior Program. Study of a major topic of German literature or criticism. Open to seniors and required of concentrators. Prerequisite, 210. Colby.

German Literature in Translation

[160W] Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the thirteenth to the twentieth century. Maximum enrollment, 30. (Next offered 1982-83.)

Russian and Russian Studies

David N. Young

A concentration in Russian Studies consists of eight courses, including Russian 130 and 200; History 123 and 224; and four other approved courses from among Russian 210, 230, 240, 280, 320, and 420; Comparative Literature 251; Government 213 and 216; History 323 and 327; and Independent Study. In addition, appropriate study in the Soviet Union may

be counted toward the concentration. Honors will be determined by excellence in course work and the completion of an independent study project in the senior year. A minor in Russian Studies consists of five courses, including the four required for the concentration and one other from the above list.

110F First Term Russian. An introduction to the speaking, aural comprehension, reading, and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work. Young.

120S Second Term Russian. Further work in the speaking, aural comprehension, reading, and writing of Russian. Four hours of class and laboratory work. Prerequisite, 110. Young.

130F Third Term Russian. Systematic review of structure, with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 120 or consent of instructor. Young.

200S Advanced Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian literature chosen to improve skill in translating. Prerequisite, 130 or consent of instructor. Young.

[210F] Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected nineteenth century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 200 or consent of instructor. (Next offered 1982-83.)

230F Late Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected nineteenth century classics after 1850, including Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 200 or consent of instructor. (Offered in alternate years.) Young.

[280S] Russian Phonetics. Study of the vocalic and consonantal system of Modern Standard Russian, including palatalization, consonant-vowel combinations, accentuation, and intonation. Three hours of class and laboratory work. Prerequisite, 200 or consent of instructor. (Next offered 1982-83.)

320S Soviet Literature. Readings, discussions, and reports in Russian on selected twentieth century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 200 or consent of instructor. (Offered in alternate years.) Young.

420fW Aspects of Soviet Life. Study-trip to the U.S.S.R. including several non-Russian republics. Readings and discussions during fall semester. Prerequisite, History 224, or Russian 120, or Government 213. Extra cost. Maximum enrollment, 25. (Same as History 420.) Young.

Russian Literature in Translation

[240W] Russian Literature in the Soviet Period. Survey of twentieth century Russian prose fiction in translation. Emphasis on literary, political, and social trends as expressed in major works by writers such as Gorky, Babel, Sholokhov, Pasternak, and Solzhenitsyn. (Next offered 1982-83.)

Government

Frank M. Anechiarico (W,S), Theodore J. Eismeier (F,W,S), David C. Paris, Philip H. Pollock III, Michael Ranis, Channing B. Richardson, Jeffrey A. Ross, Catherine I. Stone, and Richard P. Suttmeier *(Chair)*. Special Appointment: Grace Langley.

Government
A concentration in Government consists of eight courses; seven of these must be at the 200 level or above, including 229, at least two at the 300 level, and one 400-level seminar normally to be taken in the senior year. 229 must be completed by the end of the junior year, but the Department recommends that prospective concentrators take it as sophomores. Not more than one winter term course may be counted toward the concentration. To qualify for honors in Government a student must submit a distinguished record in departmental courses and have completed with distinction either 550F or 550S (Topics in Politics). A minor in Government consists of Government 229, one 400-level seminar, and three other courses in the Department.

Public Policy
The Department also offers a concentration in Public Policy, which consists of Government 229, 230, 250, 331, and 490; Economics 100, 110, and 308; and two courses in political or social philosophy chosen in consultation with the Department. Credit from the Term in Washington Program may be substituted for up to two of the above with the approval of the Department. Students interested in pursuing graduate study in Public Policy and/or careers in public affairs are encouraged to take additional courses in substantive areas of public policy and in mathematics. To qualify for honors in Public Policy a student must submit a distinguished record in the concentration and must complete a senior thesis with distinction.

Term in Washington Programs
The Term in Washington Programs combine regular academic study with the experience and understanding gained by working in Congressional and Executive offices. Comparable programs are offered in the fall and spring terms. Four credits are awarded toward graduation, two of which (325F,S and 327F,S) count toward a concentration in Government, and up to two may be counted toward a concentration in Public Policy.

112F Comparative Politics. An introduction to foreign political systems and approaches used in the comparative study of governments and politics.

Political parties and interest groups, political elites, policy making, policy implementation, political culture, and development and change discussed in the context of an examination of selected Western and non-Western political systems. Ranis.

114F,S International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, and propaganda; limited and total war; foreign policies and conflicts of the great powers; the United Nations system. Analysis of selected problems. Search for patterns in international affairs. Richardson.

116F,S The American Political Process. Introduction to the study of American national institutions, the public policy-making process, and most generally, the distribution of political power in American society. Stone (Fall, Spring); Pollock (Fall).

117F,S Introduction to Political Theory. Survey of political theorists from Plato to the present; examination of questions of liberty, equality, and justice; special emphasis on work of Mill, Marx, and elite theory. Paris.

200W Political Corruption. A theoretical analysis of corruption. An introduction to political analysis through the study of corruption, its meaning and function, its importance as a problem of political development and as a pathological condition. Open to freshmen; not open to juniors and seniors without consent of the instructor. Maximum enrollment, 20. Suttmeier.

[202W] The Citizen and the Police—The Politics of Public Safety. A review of the literature on police functions and a study of data on citizen and police officer attitudes. Open to freshmen. (Next offered 1982-83.)

204W The Arab-Israeli Conflict. An examination of the issues, interests, and power struggles in the Arab-Israeli conflict. An analysis of changes in perceptions as a result of recent developments in the area and in the world system. Maximum enrollment, 50. Ranis.

206W Women in Third World Development. Analysis of women's roles in modernization processes in the Third World. Survey of traditional roles; tensions with new expectations; decision making within and responses of governmental and non-governmental assistance organizations. Special emphasis on programs and policies in India, Afghanistan and Kenya. Maximum enrollment, 25. Langley.

[208W] Political Extremism in America. An investigation of fringe movements in American politics. Social and psychological theories of left- and right-wing radicalism; the history and future of such movements; their consequences for the political system. Open to freshmen. (Next offered 1982-83.)

[210W] Balance Sheet on Vietnam. The meaning of the Vietnam episode for American foreign policy, politics, and society. How and why the U.S.

went into the war; whom we fought and whom we supported. The role of the President, the Senate, and public opinion. Open to freshmen. Maximum enrollment, 20. (Next offered 1982-83.)

211F Politics in China. Decline of Confucian China and problems of recreating political order, rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, and the politics of modernization. Suttmeier.

212S Politics in Japan. Origins of contemporary Japanese democracy, the socioeconomic setting of politics, political institutions, policy problems of post-industrial society, and foreign relations. Suttmeier.

213F Politics in the Soviet Union. Analysis of the Soviet political system, emphasizing persistence and change over time. Topics include intra-elite interaction, the role of the dissenting minorities and of the intelligentsia, central management of a complex society, and alternating patterns of social control. Ross.

214S Politics in Western Europe. Comparative study of government and politics in larger and smaller European systems. Topics include the role of political culture, cleavage and consensus, governmental stability and instability, bureaucratic responsibility, and the movement toward European community. Ranis.

216W Public Policy and Policy Formation in the USSR. Continuation of 213. Analysis of the interaction among major institutional and factional actors in the formulation and execution of internal and external policies. Policy constraints imposed by ideological and organizational factors. Examination of policies concerning foreign relations, education, social stratification, communication, research and development, and national integration. Prerequisite, 213 or History 224. Maximum enrollment, 20. Ross.

221F Political Organization. An examination of the origins and activities of interest groups and political parties in American and other Western democracies. The internal operations of organizations and their roles in elections and governmental decision making will be of special interest. Ranis.

224F Politics in Africa. Analysis of the efforts of African governments to create unity, order, and development. Conflicts between them. Great Power interventions. Selected individual research topics on southern Africa, Zimbabwe, the Horn, Ghana, Nigeria, and Tanzania. Richardson.

225S Politics and Society in Latin America. Three national revolutions (Mexican, Peruvian, and Cuban) examined in the context of long-term processes of social and economic change. Topics include competing ideologies of development, social impact of economic growth, class conflict

in urban and rural settings, urbanization, and population growth. (Same as Sociology 225.) Gilbert.

[226F] The Presidency. Presidential elections, the organization and operation of the institutionalized Presidency, presidential relations with Congress and the bureaucracy. Appraisal of the problems and prospects of presidential leadership. (Next offered 1982-83.)

228S Congress. Congressional elections, procedures, parties, and committees, and the role of Congress in the making of public policy. Analysis of internal structures of Senate and House which influence institutional integration and adaptation to outside demands. Stone.

229F,S Introduction to the Scope and Methods of Political Science. Introduction to the philosophical, theoretical, and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite, two semester courses in government. Suttmeier (Fall); Paris (Spring); Ross (Spring).

230F Data Analysis for Politics and Policy. An introduction to practical data analysis. Application of elementary statistical techniques to a variety of problems, including election prediction, survey analysis, and policy evaluation. Pollock.

250W The Public Policy Process. Perspectives on the formation and impact of policy decisions of national and subnational governments. Explanatory models from economics and political science. Maximum enrollment, 20. Stone.

[270F] Democratic Theory. Analysis of the idea of democracy, traditions of democratic theory, and current problems of democracy in practice. Topics examined include consent and obligation, liberty and equality, community power, participation, and bureaucracy. (Next offered 1982-83.)

271F Marxist Political Theory. Examination of Marx's writing on politics; discussion of contemporary interpretations of Marxism, especially as they apply to the theory of the state. Topics also include national variations, imperialism, and Marxist humanism. Paris.

[272S] Elite Theory. Examination of the role and justification of elites in society. Review of the origins of elite theory in Pareto, Mosca, and Weber; analysis of the current use of elite concepts in political theory, including study of recruitment and circulation, comparative analysis of elites, and debates about equality. (Next offered 1982-83.)

[300S] Equality and the Constitution. The ethics and politics of equal protection litigation; questions of discrimination respecting race, sex, age, and economic status. Prerequisite, at least one course above the 100 level in either Philosophy or Government, or consent of instructor. Open to juniors. (Same as Philosophy 300.) (Next offered 1982-83.)

313F Ideology and the Political System. Comparative study of the role of ideology within political systems. Ideological differences in developed and developing authoritarian and pluralistic political systems. Ross.

316S Revolution and Political Change. Comparative analysis of revolution as an agent of sociopolitical change. The sources and processes of revolutionary violence, ideology, and mass movements. Ross.

[320F] American Foreign Policy. Emphasis on roles played in decision making by the President, Departments of State and Defense, public opinion, and the Foreign Service. Selected case studies: Cuba, Vietnam, arms control, Middle East, detente, and aid programs. Prerequisite, two courses in Government, History, or Economics. (Next offered 1982-83.)

321F,S Terms in Washington: Congressional and Executive Internships. Two consecutive six-week internships; first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns are to assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. Does not count toward the concentration. Offered only pass/fail. Anechiarico (Fall); Pollock (Spring).

323F,S Terms in Washington: Intern Participant-Observation. Participants in the program will be asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Anechiarico (Fall); Pollock (Spring).

325F,S Terms in Washington: Seminar. An academic seminar focusing on the public policy process and national-international issues supplemented by interviews with public officials. Anechiarico (Fall); Pollock (Spring).

327F,S Terms in Washington: Independent Research. Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources is required. Anechiarico (Fall); Pollock (Spring).

331F Organization Theory. Comparative study of organizational phenomena such as decision making, hierarchy, specialization, and decentralization. Open to sophomores. Suttmeier.

333F Survey of Constitutional Law. Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process, and other questions of individual rights. Open to juniors. Prerequisite, Government 116 or a course in American history. Stone.

[345S] Comparative Ethnic Politics. Examination of the role of ethnic, racial, and sexual groups in the politics of plural societies. Topics include the emergence and mobilization of collective consciousness, ethnicity and

political nationalism, non-state nations as international actors, and the relative utility of such reactive strategies as co-option, repression, and assimilation. (Next offered 1982-83.)

346S Authoritarianism. An examination of the characteristics of authoritarian regimes, how they came to power, and their public policies from the perspective of the crises and challenges that development and modernization pose to societies; case studies of Fascism and National Socialism and contemporary "Third World" countries. Ranis.

[350S] Politics in Urban Areas. The structure and function of urban political systems in the United States. Analysis of the development of urban political structures followed by a consideration of metropolitan public economy. Prerequisite, 116. (Next offered 1982-83.)

[364S] The Criminal Justice System. A survey and analysis of American institutions responsible for detecting, preventing, and punishing criminal behavior. Emphasis on the role of federal agencies and on the conflict between professionalism and democratic ideology within agencies of social control. (Next offered 1982-83.)

[380S] Science, Technology, and Public Policy. Comparison of the scientific and the political realms; evolution of science-government relations; politics of science policy for science and technology; influence of science and technology on policy. Focus on the United States, with comparisons to Japan, Western Europe, the Soviet Union, China, and the low-income countries. Open to sophomores. (Next offered 1982-83.)

390S International Law. Sources, institutions, and enforcement of international law. The search for effective legal standards via the World Court, arbitration, and the pacific settlement of disputes. Law of treaties, war, and international legal protection of human rights. Prerequisite, two courses in Economics, Government, or History. Richardson.

405F Comparative Public Policy. Analysis of the public policies of industrialized nations in such areas as health, education, economic development, and economic regulation. The course will emphasize the choices and constraints faced by governments in developing such public policies, and the similarities and differences that these produce. Prerequisite, two courses in government. Ranis.

410F Seminar on Public Opinion. Analysis of how Americans form political opinions and the ways in which they act upon them; examination of how voters choose among candidates, the role of the media, and the impact of social and economic groups. Prerequisite, two courses in Government. Pollock.

420S Seminar on Comparative Communist Political Systems. An analysis of the similarities and differences among communist political systems. Topics include ideology, political mobilization, social control, decision

making, strategies of revolution, and developmental mechanisms. Prerequisite, two courses in Government. Ross.

[430S] Seminar on Administrative Law. The delegation of legislative and judicial authority to administrative agencies and regulatory commissions. Legal case analysis supplemented by social science literature on the administrative process. Prerequisite, two courses in Government. (Next offered 1982-83.)

[440S] Seminar on Problems of a New World Order. An inquiry into the capacity of the international system to adapt successfully to new demands and problems posed for it by poverty, famine, commodity cartels, resource depletion, arms sales, war, and multi-national corporations. Emphasis on public and private international organizations. Prerequisite, two courses in Government. (Next offered 1982-83.)

450S Seminar on Technology, Values, and the Politics of Post-Industrial Societies. Examination of contemporary theories of post-industrial society; value change in post-industrial society; relationships between technology and modern social complexity; technology as a force in the creation of political values; politics as a force in technological choice; case studies. Prerequisite, two courses in Government. Suttmeier.

[460S] Seminar on Government and the Economy. The role of government in the American economy. Presidential, congressional, and administrative perspectives on economic policy making. Issues to be considered include fiscal and monetary policy, tax reform, regulation, and national planning. Prerequisite, two courses in Government. (Next offered 1982-83.)

470F Seminar on Participation and Democratic Theory. Analysis of competing views on the nature and value of participation. Examination of participation in electoral, neighborhood, and administrative contexts. Consideration of problems of equality, decentralization, and specialization. Prerequisite, two courses in Government. Paris.

490S Seminar on Policy Evaluation. Examination of methods and principles for evaluating public policies. Perspectives on policy analysis from economics, philosophy, and political science. Prerequisite, consent of the instructor. (Same as Economics 490 and Philosophy 490.) Paris, Werner, and Shepard.

550F,S Topics in Politics. Individual research project selected by the student with the approval and supervision of a faculty sponsor. Culminates in senior thesis. Required for departmental honors. Open only to senior concentrators. The Department.

Greek (Ancient)

See Classics

Hebrew

See Critical Languages

History

Esther S. Kanipe, Alfred H. Kelly, Edwin B. Lee *(Chair)*, Peter T. Marcy, David R. Millar, David B. Miller (Religion), Robert L. Paquette, C. Duncan Rice, Orest Subtelny, and Eugene M. Tobin.

A concentration in History consists of eight courses, including 439, which provide acquaintance with at least two areas (Europe, America, Asia) and experience in depth in at least one of them. Upon approval of the Department, a concentration may include courses from related disciplines. Students may earn departmental honors through distinguished achievement in their history course work, including 550. A minor consists of five courses in History, including 439, as approved by the Department.

106S The Origins of Medieval Society. Topics in European history from the decline of the Roman Empire through the tenth century, with particular emphasis on the Roman and Germanic contributions to medieval political, legal, social, and religious institutions. (Offered in alternate years.) Miller.

[108S] The High Middle Ages. Europe from the eleventh through the fourteenth century, with particular emphasis on the evolution of the major institutions of medieval society. (Next offered 1982-83.)

112F Modern Germany 1789-1918. A political, cultural, and social history, with emphasis upon the impact of the French Revolution, the authoritarian versus the liberal tradition, and the questions of unity and modernization. Kelly.

113F Early Modern Europe. A survey of European history from the High Middle Ages to the rise of absolutism. Marcy.

114F France in Modern Times. The development of French history, society, and culture from 1815 to the present. Kanipe.

115F Tudor/Stuart England. A survey of the political and religious history of England from 1485 through the Glorious Revolution, with some attention given to social and economic developments. Marcy.

118S Modern Britain. A survey of the political and social history of Britain from the Glorious Revolution to the present. Marcy.

122S Modern Europe. A survey of the political, institutional, cultural, and intellectual developments in the countries of western Europe during the last three centuries. Kanipe.

123F Imperial Russia. Following an introductory survey of Kiev and Muscovy, a study of the growth of the empire from the seventeenth to the

twentieth century. Special emphasis on the development of autocracy, serfdom, and the radical intelligentsia. Subtelny.

124S The Modern Middle East. The Middle East from the dissolution of the Ottoman Empire to the rise of the modern nation-states. Stress on international involvements and political, socioeconomic, and cultural change in the area. Subtelny.

126S The Expansion of Europe. The development of and rivalries among the overseas empires of Portugal, Spain, Holland, Britain, and France from 1450 to the mid-nineteenth century. (Offered in alternate years.) Lee.

128F Women in Modern Europe. A survey of images and realities of women's roles and lives in Europe since the Middle Ages. Kanipe.

130W Imperialism in Northeast Asia. A diplomatic history of the decade 1895-1905; the effects upon the Chinese empire of the policies of Japan, Russia, Britain, France, Germany, and the United States. Not open to students who have taken 131 or 132. Maximum enrollment, 40. Lee.

131F China. A survey of the history of the world's oldest and most populous civilization from the earliest times to the present, with emphasis upon the philosophical, political, and social forces which have provided its unity and continuity. Lee.

132S Japan. A survey of the history of Japan from its legendary beginnings to its present eminence as one of the world's greatest industrial powers. Emphasis upon institutional, religious, and literary developments. Lee.

[134S] South Asia. A survey of the history of the Indian subcontinent—India, Pakistan, and Bangladesh—from the earliest times to the present, with emphasis upon the social and religious forces which have provided its continuity. (Next offered 1982-83.)

140W The Cold War. A study of the role of the United States in post-World War II international affairs, as perceived by traditional and revisionist historians. Not open to concentrators in History. Maximum enrollment, 40. Priorities: seniors, juniors, sophomores, freshmen. Millar.

141F American Colonial History. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Millar.

146S American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. Millar.

151F Nineteenth Century America. A survey of American life from 1789 to 1900, with emphasis upon the origins of political parties, the growth of

democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state. Paquette.

155F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914; emphasis upon conflict and consensus through peace and war, conservatism and liberalism within the political mainstream, and problems of contemporary America. Tobin.

156W The Civil War. From Fort Sumter to Appomattox Court House, an intensive examination of the political and social impact of the Civil War, with some attention given military affairs. Not open to concentrators in History. Maximum enrollment, 40. Priorities: seniors, juniors, sophomores, freshmen. Paquette.

158S Economic History of the United States. Historical and political development of the American economy; colonial and early national economic growth, agricultural specialization and unrest, transportation, industrialization, urbanization, big business and its regulations, labor organization; problems of class, war, and depressions; progress and welfare, corporations and public policy. Tobin.

161F Latin America in the Colonial Period. The exploration, conquest, and colonization of Latin America, with emphasis upon the long-term effects of Spanish colonial policy. Paquette.

170W Utopians and Realists. An investigation of discontent, social criticism, and schemes for the ideal community as seen in the writings of some of the major thinkers in Western society, including Plato, Dante, Machiavelli, and Morris. Maximum enrollment, 20. Marcy.

190W Oral and Community History. Introduction to the methods and possibilities of oral history research; emphasis upon the concept of community as an organizing principle for the study of twentieth century American society. Special topic for 1981-82: the impact of World War II. Maximum enrollment, 20. Priorities: seniors, juniors, sophomores, freshmen. Tobin.

[210S] Introduction to Quantitative History. The application of quantitative methods (research design, simple statistics, and the use of the computer) to historical research. Prerequisite, one course in history. (Next offered 1982-83.)

211W Europe in the Age of the French Revolution and Napoleon. A study of the first great revolution of modern times and its effect throughout Europe. Open to sophomores. Maximum enrollment, 20. Priorities: sophomores, juniors, seniors. Kanipe.

215F Renaissance Europe. A survey of the intellectual, political, and economic history of the Renaissance in Italy and northern Europe. Open to sophomores. Miller.

216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin, and the Catholic Reformation. (Same as Religion 216.) Miller.

218F Europe in the Twentieth Century. Social, economic, and demographic developments in Europe since 1900; emphasis on the impact of two world wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Prerequisite, one course in European history. Kanipe.

223S Modern Germany, 1918 to the Present. Problems of the Weimar Republic; Nazism, Hitler, and the Holocaust; post-World War II developments. Prerequisite, 112 or consent of the instructor. Kelly.

224S The Soviet Regime. Russia on the eve of revolution; causes and processes underlying the collapse of the old order and the establishment and consolidation of the new Soviet regime; the U.S.S.R. in World War II and up to the 1970's. Prerequisite, 123. Subtelny.

225F Modern European Intellectual History, 1600-1830. The scientific revolution, theories of the modern state, secularism and skepticism, the Philosophes and the Enlightenment, romanticism, and conservatism. Open to sophomores. Kelly.

226S Modern European Intellectual History, 1830 to the Present. Responses to industrialism; the challenge of Marxism; liberalism, nationalism, Darwinism, racism; the rise of the social sciences and historicism; the discovery of the unconscious; fascism, communism, and existentialism. Prerequisite, 225 or consent of the instructor. Kelly.

228S The Family in Modern History. A study of marriage, sex, and the family from the sixteenth through the nineteenth centuries in Europe and America with some emphasis on Great Britain. Open to sophomores. Prerequisite, one course in history. Marcy.

242S Studies in American Colonial History. Selected problems in colonial history, with an emphasis on the pre-Revolutionary period. Prerequisite, 141. Millar.

247F Studies in American Diplomatic History. Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 146. Millar.

249F The Black Man in America. A survey of the relationship between black and white societies in America, from colonial times to the present. Open to sophomores. Millar.

255S Studies in Nineteenth Century American History. Topic for 1981-82: The Age of Jackson, rise of the Common Man, abolitionism, feminism, and other reforms. Prerequisite, 151 or consent of the instructor. Paquette.

256S Studies in Recent American History. An intensive analysis of the major political, social, and intellectual changes in American society since 1933; special attention devoted to the New Deal reforms of the 1930's, the diplomatic and domestic impact of World War II, the origins of the Cold War and McCarthyism, the fate of democratic liberalism from Truman to Reagan, the successes and failures of the Civil Rights, anti-war, and feminist movements. Prerequisite, 155 or consent of the instructor. Tobin.

262S Latin America in the National Period. The political and social development of Latin American states since independence, with emphasis upon the Caribbean region. Prerequisite, 161 or consent of the instructor. Paquette.

275W Darwin and the Darwinian Age. The origins of evolutionary theory, the works of Darwin; major emphasis upon the impact of Darwinism on the cultural, social, and political life of Europe. Prerequisite, one course in modern European history or consent of the instructor. Maximum enrollment, 20. Kelly.

[311F] Seminar on Social and Economic Change in Britain, 1688-1850. An examination of the problems of social and economic change in a burgeoning industrial society. Prerequisite, one course in modern European history or economics. (Next offered 1982-83.)

[315S] Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth century France. A reading knowledge of French desirable. Open to sophomores. Prerequisite, 114. (Next offered 1982-83.)

317S Studies on Europe in the Twentieth Century. Exploration of a social or economic problem common to twentieth century France, Great Britain, and Germany. Topic for 1981-82: The effects of World War I. Open to sophomores. Prerequisite, one course in modern European history. (Offered in alternate years.) Kanipe.

318F Ideas of History. An exploration of the problems of historical understanding, explanation, objectivity, causation, and determinism through examination of major nineteenth and twentieth century philosophers of history. Open to sophomores. Prerequisite, one course in history or philosophy. (Offered in alternate years.) Marcy.

322S Marx and the European Left. An historical study of the development of socialism, anarchism, and syndicalism since the French Revolution, with emphasis upon Marx and various forms of Marxism. Prerequisite, one course in modern European history or consent of the instructor. Kelly.

323F Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. Prerequisite, 224. Subtelny.

325F Topics in Middle Eastern History. Topic for 1981-82: The political, socioeconomic, and ideological aspects of the Arab-Israeli conflict. Prerequisite, 124. Subtelny.

[327S] Topics in Comparative History. Topic for 1982-83: The rise and fall of empires. Emphasis on the imperial ideologies, practices, achievements, and problems of the Russian, Hapsburg, and Ottoman empires. Prerequisite, two courses in European history. (Next offered 1982-83.)

[335F] Modern Japan. The modernization of Japan and its subsequent domestic and international development. Prerequisite, 132 or former 234. (Next offered 1982-83.)

336F Modern China. Changes in China's domestic and international situations since the late nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 131 or former 234. (Offered in alternate years.) Lee.

354S Slave Societies. A comparative analysis of slave societies in the ancient and modern worlds, with emphasis upon comparisons and contrasts between the United States and Latin America. Prerequisite, 161, 249, or consent of the instructor. Paquette.

357S American Urban History. Evolution of cities and urban life in the United States from colonial times to the present. Emphasis upon city building, modernization, mobility, planning, politics, education, and suburbanization. Open to sophomores. Prerequisite, one course in American history. Tobin.

359F Studies in American Progressivism. An intensive study of the major political, economic, demographic, and social transformations in American society between 1900 and 1933; emphasis upon the Progressive movements, World War I, the era of alleged normalcy in the 1920's, and the Great Depression. Open to sophomores. Prerequisite, 155 or consent of the instructor. Tobin.

420fW Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 224, Russian 120, or Government 213. Extra cost. (Same as Russian 420fW.) Subtelny.

439F Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Lee.

550F,S Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. Prerequisite, 439. The Department.

History of Art

See Art

Italian

See Critical Languages

Literature

See Comparative Literature

Mathematics

John T. Anderson, Richard E. Bedient, Anne L. Furno, Larry E. Knop *(Chair)*, Kenneth D. Lane, and Stanley E. Seltzer.

A concentration in Mathematics consists of the core courses (111-112 or 119, 213, 224, 314, and 325) and four electives, of which at least two must be at the 300 level or higher. Physics 210 may be used to satisfy a concentration requirement. A concentrator may emphasize one of three areas: applied mathematics, pure mathematics, or statistics. Students may earn departmental honors through distinguished achievement in 467-468. A minor in Mathematics consists of the core courses (111-112 or 119, 213, and 224) and one 300-level or higher elective.

100S Statistical Techniques. Applications of statistical techniques to problems from other disciplines. Techniques include descriptive statistics, sampling, hypothesis testing, regression, correlation, and analysis of variance; some use of computer statistical packages. Not open to students who have taken Economics 265 or Psychology 201.

101F Pre-Calculus Mathematics. Study of topics necessary for the study of the calculus or for quantitative work in the social sciences. Topics include algebra, trigonometry, logarithms, and functions with an emphasis throughout on word problems. Four hours of class. May not be counted toward the concentration. Placement in the course subject to the approval of the Department. Anderson.

104W Excursions in Mathematics. An introduction to mathematical thought. Topics include number theory, geometry, mathematical recreations, probability, and the history of mathematics. May not be counted toward the concentration. Maximum enrollment, 25. Anderson.

[107W] Excursions in Applied Mathematics. Selected applications of elementary mathematics. Emphasis will be placed on designing mathematical models and drawing conclusions from the models. Topics include voting power, the design of switching circuits, communications networks, marriage customs, queues at traffic lights, and linear programming for allocation of resources. May not be counted toward the concentration. (Next offered 1982-83.)

111F Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable, including topics from analytic geometry and numerical methods. Four hours of class. Some sections offered in a self-paced format. The Department.

112S Calculus and Analytic Geometry. A continuation of the study in 111. Four hours of class. Some sections offered in a self-paced format. The Department.

119F Calculus and Analytic Geometry. A single semester review of the material of Mathematics 111-112. Offered only to those who have studied calculus but do not qualify for 213. Four hours of class. Placement by the Department. Successful completion of 119 carries credit equivalent to 111-112. The Department.

213F,S Multivariable Calculus. An introduction to the study of differential and integral calculus of several variables: Taylor series, vector geometry, vector calculus, and multiple integrals. Prerequisite, 112 or 119. Knop (Fall); Bedient (Spring).

224F,S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems, and eigenvalues; mathematical and physical applications. Prerequisite, 213. The Department (Fall); Knop (Spring); Lane (Spring).

241F,S Introductory Computer Science. An introduction to computing and problem solving using PL/1. Applications chosen from the social sciences, the humanities, and business data processing. Two hours lecture and two hours of laboratory. The Department.

[242F] Advanced Programming Techniques. A systematic introduction to modern programming methodology on an interactive system using the language PASCAL. Topics include the use of files, graphics, and text processing. Serves as the introduction to the advanced computer science offerings. Open to students who have taken Math 241 or who have some programming experience.

[245S] Computers in Research. A practical introduction to computer control and analysis of experiments in psychology and related disciplines. Topics include principles of minicomputer hardware, assembly language, special-purpose high-level languages, and the use of statistical packages. Three hours of lecture and three hours of laboratory. Prerequisite, Mathematics 241 or equivalent programming experience or consent of the instructor. (Same as Psychology 245.) Maximum enrollment, 15. (Next offered 1982-83.)

251F Probability Theory and Applications. An introduction to probability, including probability spaces, random variables, expected values, multivariate distributions, and the central limit theorem, with applications to other disciplines. Prerequisite, 213 must precede or be taken concurrently. Furno.

261S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 112 or 119. (Offered in alternate years.) Anderson.

314S Advanced Calculus. A continuation of the study of differential and integral calculus of several variables; uniform continuity and convergence, and selected topics from classical analysis. Prerequisite, 224.

316F Topology. An introduction to topology including the study of compactness, connectedness, and continuity in general topological spaces. May include metrizability, separation, manifolds, and homology. Prerequisite, 224 and permission of the instructor. Bedient.

318S Complex Variables. An introduction to the theory of analytic functions of a complex variable: conformal mapping, Laurent expansions, and contour integration. Prerequisite, 224. (Offered in alternate years.) The Department.

325F Modern Algebra. A study of algebraic structure: systems with one or two binary operations such as groups, rings, fields; construction of number systems. Prerequisite, 224. Knop.

[326S] Advanced Algebra. Continuation of topics studied in 224 and 325. Topics may include Galois theory, algebraic geometry, and applications. (Next offered 1982-83.)

335F Differential Equations. Theory and applications of differential equations, including first order equations, second order linear equations, series solutions, systems of equations, introduction to partial differential equations, and Fourier series. Prerequisite, 224. Lane.

[338S] Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 241 and 224. (Next offered 1982-83.)

352S Statistical Theory and Applications. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance, and nonparametric statistics, with applications to other disciplines. Prerequisite, 251. Furno.

361S Number Theory. Topics in number theory, including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, and continued fractions. Prerequisite, 325 or consent of instructor. (Offered in alternate years.) The Department.

467-468S Thesis. A project limited to senior Mathematics concentrators, resulting in a thesis supervised by a member of the Department. The Department.

Music

Stephen Bonta *(Chair)*, H. Martin Herman, G. Roberts Kolb, Harris N. Lindenfeld (F,W), and Samuel F. Pellman. Special Appointments: Stephen Best, Charles W. England, John Flaver, and Charles Schneider.

A concentration in Music consists of ten courses: 101-102; 223-224; four courses from among 111-112, 211-212, 361, and 362; and two courses from among 252, 351, 352, 353, and 354. Since performance is an integral part of any music program, concentrators are expected to participate either as soloists or as members of performing groups. Prospective concentrators in Music are given an examination to test their competence in the use of the piano as a basic tool. Those deficient in this area are offered up to two years of instruction without charge. This competence requirement should normally be met by the end of the junior year. Students demonstrating such competence may elect without cost four terms of instruction in an instrument or in voice.

Departmental honors can be earned through excellence in course work and in a prescribed independent project. Students contemplating graduate work in Music should consult with a member of the Department at an early date. A minor in Music comprises the following five courses: 101-102, 111-112, and 231-232 (counts as one course).

101F-102S Principles of Music. A listening course that examines musical materials, processes, and conventions, and their use in selected works from the Western tradition. Consideration of the problems of musical meaning, performance practice, and the means of transmission of musical information. No previous knowledge of music required. Bonta.

106S Music Theory for Non-Majors. An introductory survey of the most important aspects of music theory necessary for an intelligent performance, from reading notes and chord progressions to interpreting music. No previous knowledge of music required. Lindenfeld.

111F-112S Theory I. Intensive training in the fundamentals of music as they evolve from Monteverdi to Brahms. Beginning work in ear-training, dictation, and sight-singing, in addition to regular written assignments. Maximum enrollment, 30. Herman (Fall); Lindenfeld (Spring).

131F-132S Solo Performance. The study of Music through performance in either voice or an instrument. One hour tutorial. May be started either in the fall or spring term. This course, successfully pursued for two terms, will earn one course credit. A fee is charged. Instruction in orchestral instruments offered by members of the Syracuse Symphony. The Department.

141F-142S Group Performance. The study of Music through performance, either in the College Choir, Brass Choir, Chamber Orchestra, Woodwind Ensemble, Jazz Ensemble, or Oratorio Society. Prerequisite, consent of instructor. For each term the student will receive one-quarter

course credit. This course may be repeated throughout the student's college career. Students are encouraged to participate in, and may be registered for, more than one group, but will receive only one-quarter course credit per term. The Department.

[153W] Musical Vienna. A study of the city as the home of Haydn, Mozart, Beethoven, Schubert, Strauss, Mahler, Schoenberg, Webern, and Berg; an examination of the physical, social, and cultural influences on the music of several important composers as a means to a better understanding of the music. Tours of museums and libraries and attendance at concerts and operas. Consent of instructor by October 17, extra cost. Minimum enrollment, 12; maximum, 20. (Next offered in 1982-83.)

155W Piano Music of the Nineteenth Century. A survey of major works composed in the nineteenth century for the solo piano, including works by Beethoven, Schubert, Schumann, Chopin, Liszt, Brahms, and others. Consideration given to the social and cultural context in which these works were written, in addition to studies of the development of musical forms and styles as manifested in these compositions. Some attention also devoted to the development of the piano as an instrument. Prerequisite, 101, 106, or 111. Maximum enrollment, 25. Pellman.

171F Electronic Music. Elementary electro-acoustical theory. Introduction to the ARP synthesizer. Exercises in elementary recording, synthesizer, and editing techniques. Students will be expected to complete one short project involving elementary electronic composition. Maximum enrollment, 13. Pellman.

211F-212S Theory II. Concepts of harmony and counterpoint as the natural consequence of the material studied in Theory I, with a focus on the music of the Classic and Romantic periods. Concentrators must elect 223-224 concurrently. Prerequisite, 112 or consent of instructor. Maximum enrollment, 30. Pellman.

223F-224S Musicianship. Further development of the basic skills of music: ear-training and keyboard facility. Work in dictation and sight-singing to acquire the ability to write what one hears and to sing previously unheard music at sight. Training in keyboard technique, with special emphasis on sight-reading, figured bass realization, reading from open score; in the second term, work in the use of clefs and transposition. Two hours of class, one hour of keyboard tutorial. Designed for and required of music concentrators. Open to non-concentrators only with the consent of the department chair. Prerequisite, 112. Best and Kolb.

231-232 Solo Performance. A continuation of Music 131-132. Two courses in music theory or music history must either have been previously elected or be elected concurrently. Prerequisite, 132 and consent of instructor. This course may be repeated at increasingly advanced levels. A fee is charged. The Department.

[252S] Twentieth Century Music. A comprehensive survey of the origins and trends of music in this century. Consideration of the different ways of listening to contemporary music. Prerequisite, 111 or consent of instructor. (Next offered 1982-83.)

258S Opera. Study of musical and literary dimensions of operas by major composers from Mozart to the present. Emphasis on the effects of music as it reflects language and dramatic action and on the transformation of independent texts into librettos. Included will be such works as *The Marriage of Figaro, Tristan and Isolde, Der Rosenkavalier,* and *Wozzeck.* Prerequisite, two courses in music, or two courses in literature, or one in each field, or consent of the instructors. (Same as College Course 258 and Comparative Literature 258.) P. Rabinowitz and Bonta.

323F-324S Intermediate Keyboard. Continuation of keyboard work begun in Music 223-224. One hour of tutorial. This course successfully pursued for two terms will earn one course credit. Prerequisite, 224. Best.

351F Problems in Medieval and Renaissance Music. The study of selected works from the Western tradition through 1600. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 102, 112. Bonta.

352S Problems in Baroque Music. The study of selected works from the Western tradition from 1580 to 1750, including those by major composers from Monteverdi to Bach. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 102, 112. Bonta.

[353F] Problems in Classic Music. The study of selected works from the Western tradition from 1720 to 1827, including those by major composers from Gluck to Beethoven. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 102, 112. (Next offered 1982-83.)

[354S] Problems in Romantic Music. The study of selected works from the Western tradition from 1800 to 1914, including those by major composers from Schubert to Mahler. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 102, 112. (Next offered 1982-83.)

361F Seminar in Advanced Theory. Wagner, Mahler, R. Strauss, Debussy, Stravinsky, Schoenberg, and others. An investigation of the music bridging the Romantic era and the twentieth century. Prerequisite, 212. Herman.

362S Seminar in Contemporary Techniques. Analysis and composition content to be determined according to the needs of the students. Prerequisite, 212 or consent of instructor. Pellman.

363F Instrumentation and Orchestration. Investigation of the instruments of the orchestra. Exercises in idiomatic writing and orchestral transcription. Analysis of various styles of orchestration, with emphasis on modern orchestral techniques. Prerequisite, 112 and consent of instructor. Pellman.

[365F] Composition. Twentieth century compositional techniques, including notational problems and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. Prerequisite, 112 and consent of instructor. (Next offered 1982-83.)

550F,S Senior Program. A project limited to senior concentrators in Music. Required of candidates for departmental honors. The Department.

Philosophy

Michele Beer, Russell T. Blackwood, David O. Butcher (F,W,S), Gerald J. Massey, Phyllis S. Morris, Elizabeth Potter, Elizabeth M. Ring, Robert L. Simon (F,W,S), and Richard W. Werner *(Chair)*.

A concentration in Philosophy consists of 201, 203, 240, and five other courses above the 100 level, including advanced study in Epistemology or Metaphysics, Value Theory or Philosophy of Religion, and Philosophical Movements or Great Philosophers. Candidates for honors must pass with distinction special written and oral examinations in the spring of the senior year. A minor in Philosophy can be of two kinds: standard (201, 203, 130 or 240; one course from the distribution list; and one other course above the 100 level); or correlative (five courses from one field in Philosophy correlative to the field of concentration and approved by the Department).

110F,S Introduction to Philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Some sections not open to seniors; some sections not open to freshmen. The Department.

130W Critical Reasoning. Introduction to methods of reasoning and argumentation. Consideration of common argument forms and fallacies of argument. Application to longer written pieces. Maximum enrollment, 25. Open only to freshmen. Ring.

133W Theories of the Self. Philosophical examination of various theories of the self derived from such literary works as Kafka's *Metamorphosis*, Ibsen's *Peer Gynt*, and Trumbo's *Johnny Got His Gun*. Morris.

180S Minds, Bodies and Persons. Critical examination of some of the following topics in philosophy of mind: classical and modern theories of mind, rationality, personal identity, survival after death. Morris.

201F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization from early Greek times to the fall of Rome. Open to sophomores. The Department.

202W The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 201. Maximum enrollment, 25. Potter.

203S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to the present day. Prerequisite, 201. The Department.

207S Method, Myth, and Truth. Critical examination of methods that purport to get at truth of various sorts. Special attention paid to such fanciful elements of philosophical method as appeals to ideal observers, hypothetical social contracts, unrealizable utopias, completed science, semantically impeccable languages, and possible-world thought experiments. Prerequisite, one course in philosophy. Massey.

209F Philosophy and Feminism. Analysis of issues of current concern to women. Primary emphasis on the evaluation of arguments offered by contemporary thinkers on all sides of these issues. Open to sophomores. Potter.

[210S] Aesthetics. Critical examination of traditional and contemporary theories of the nature, function, and value of art. Open to sophomores. (Next offered 1982-83.)

215F Philosophy in Literature. Analysis of philosophic problems arising in literature, particularly in science fiction. Attention given to such topics as utopianism, artificial intelligence, and the possibility of time travel. Prerequisite, one course in philosophy. Beer.

[219F] Introduction to Ethics. Investigation of principal normative ethical theories, including relativism, egoism, utilitarianism, formalism, pluralism, and theories of the good life. Emphasis on both classical and contemporary sources. Open to sophomores.

222S Social Ethics. Introduction to theories of philosophical ethics and ethical reasoning. Application of these theories and techniques to philosophical literature in social ethics. Topics of social ethics to be chosen from among: racism and sexism, preferential treatment, abortion, duties toward future generations, punishment, international affairs, world hunger, war and violence, economic justice, euthanasia. Open to sophomores. Werner.

225W Time. A study of major philosophical issues regarding the nature of time. Topics to be discussed include the status of temporal becoming, the doctrine of the specious present, the logical asymmetries between past and future, and Zeno's paradoxes of motion. Prerequisite, one course in Philosophy. Maximum enrollment, 25. Beer.

240F,S Symbolic Logic. A study of formal techniques for evaluating inferences. Ring.

[250W] Philosophical Problems in Medicine. Examination of conceptual and ethical problems that arise from biomedical research and the practice of medicine. Application of ethical theory and techniques of conceptual analysis to such problems. Maximum enrollment, 25.

260F Philosophy of Science. Investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation in the natural and social sciences; and the reality of scientific constructs. Open to sophomores. Beer.

[280F] Philosophy of Language. Survey of modern theories of language structure, meaning, and use, with focus on the approaches of philosophers, logicians, and theoretical linguists. Grammatical models and their implications for human thought; meaning, reference, and truth; linguistic conventions and speech act theory. Open to sophomores.

290F Philosophy of Mind. A study of recent work in the philosophy of mind, with emphasis on the relationship between the mind and the brain and the free will-determinism dispute. Attention given to the bearing of scientific discoveries on these issues. Open to sophomores. Ring.

[300S] Equality and the Constitution. The ethics and politics of equal protection litigation; questions of discrimination respecting race, sex, age, and economic status. Open to juniors, or with consent of the instructors. Prerequisite, one course above the 100 level in Philosophy or Government. (Same as Government 300S.)

311F Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 311.) Blackwood.

[321F] Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism, and of Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 321.) (Next offered 1982-83.)

[331F] Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of the instructor. (Same as Religion 331.)

[342S] Kant. Critical discussion of Immanuel Kant's theory of knowledge with principal emphasis on *The Critique of Pure Reason* and recent commentaries. Prerequisite, two courses in Philosophy or consent of the instructor.

344S Empiricists and Rationalists. Critical examination of the metaphysics and epistemology of a rationalist and an empiricist philosopher of the modern period; for example, Locke and Leibniz or Descartes and Hume. Discussion of contemporary rationalism and empiricism. Prerequisite, 203 or consent of the instructor. Potter.

[345S] Hegel, Marx, and Nietzsche. Investigation of the major works of Hegel, Marx, and Nietzsche, with emphasis on the development of their social, political, and ethical theories. Prerequisite, two courses in Philosophy.

[346W] Bergson. Intensive study of the work and influence of Henri Louis Bergson (1859-1941). Prerequisite, 203 or consent of the instructor. Maximum enrollment, 25.

348F Sartre. Philosophical investigation of the writings of Jean-Paul Sartre, with emphasis on his theories of consciousness, the emotions, imagination, the human body, choice, action, self-deception, and intersubjective relationships. Prerequisite, two courses in Philosophy or consent of the instructor. Morris.

360S Existentialism. A study of principal issues of philosophical existentialism, using both philosophical and literary texts. Special emphasis on the nature of choice, the human individual, and the quest for being. Not open to students who have taken Philosophy 160. Prerequisite, two courses in philosophy or consent of the instructor. Morris.

361S Contemporary Analytic Philosophy. Examination of the history and methods of the twentieth century analytic philosophical movement. Training in the techniques of philosophical analysis with application of those techniques to problems in epistemology, philosophy of mind, ethics, social philosophy, and aesthetics. Prerequisite, 203 or consent of the instructor. Beer.

[370F] Technology and Alienation. Inquiry into the impact of technology and bureaucracy on human freedom, conception of self, place in the social order, and conception of the meaningfulness of human existence. Primitivism, Marxism, Neo-Marxism, and Liberalism among the perspectives to be investigated. Open to juniors or with consent of the instructor.

[380F] Philosophy of Law. Inquiry into the nature and authority of law, the character of judicial reasoning, and the justification of punishment, with particular attention given to the relation of legality and morality. Open to sophomores.

[390S] Philosophical Logic. An introduction to logical theory. Basic treatment of axiomatic systems, set theory, formal semantics, and metalogic. Examination of logics of necessity and possibility, knowledge and belief, preference and obligation, and various types of conditionals. Prerequisite, 240.

410S Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention given to the nature of religious knowledge. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 410.) Blackwood.

[420S] Seminar in Metaphysics. Study of some principal metaphysical problems, including determinism, causality, and the explanation of action. Prerequisite, two courses in Philosophy or consent of the instructor. (Next offered 1982-83.)

430F The Problem of Knowledge. Inquiry into whether it is possible to reject scepticism without resorting to dogmatism. Prerequisite, two courses in Philosophy or consent of the instructor. Potter.

[440S] Seminar in Ancient Greek Philosophy. Intensive investigation of a major Greek philosopher with attention given to works which influenced him and the works of his intellectual descendants. Prerequisite, two courses in Philosophy, or 201, or consent of the instructor.

[450S] Seminar in Ethical Theory. An investigation of twentieth century ethical theory, focusing on theories of the meaning of ethical terms and on theories of justification in ethics. Prerequisite, two courses in Philosophy.

460W Contemporary Studies of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. Prerequisite, two courses in Philosophy. Werner.

470F Seminar in Social Ethics. Inquiry into the ethical issues surrounding the concept of the person as a moral agent. Topics selected from the following: the morality of abortion, infanticide, euthanasia, and the moral status of future generations and of animals. Prerequisite, two courses in Philosophy. Werner.

490S Seminar in Policy Evaluation. Examination of methods and principles for evaluating public policies. Perspectives on policy analysis from economics, philosophy, and political science. Prerequisite, consent of the instructor. (Same as Economics 490 and Government 490.) Paris and Werner.

Physics

Steven A. Cotten, Peter J. Millet *(Chair)*, Philip M. Pearle (F,W,S), James W. Ring, and Alma C. Zook.

A concentration in Physics consists of 110-120, 210, 230, 240, 250, 310, 320, and 410. Prospective concentrators should take Physics 110-120 and Mathematics 111-112 in the freshman year. Freshmen interested in the 3-2 engineering program affiliating Hamilton with engineering schools should take Physics 110-120 and Mathematics 111-112. Students with advanced

placement in Physics or Mathematics should consult the department chair. Honors in Physics requires outstanding work in an independent study project sponsored by the Department. A minor in Physics consists of 110-120 and any three courses at the 200 level or higher. A minor in Astronomy consists of 110-120, 260, any other 200-level course, and an independent study in Astronomy. Neither of these minors is possible for a student who concentrates in Physics.

101F-102S Elementary Physics. An introduction, including mechanics, thermodynamics, and the Special Theory of Relativity in the first semester, and electricity and magnetism, optics, and quantum physics in the second. Algebra and trigonometry required. For those whose mathematical background does not include calculus as a working tool and who do not plan to continue in Physics. 102 may not be taken as a separate course. Three hours of class and three hours of laboratory. Ring (Fall); Millet (Spring).

110F-120S Principles of Physics. An introduction, including mechanics, thermodynamics, and the Special Theory of Relativity in the first semester, and electricity and magnetism, optics, and quantum physics in the second. Intended for those who plan to continue in physical science beyond the introductory level. Calculus used. 120 may not be taken as a separate course. Prerequisite, Mathematics 111-112, or its equivalent. May be taken concurrently. Not open to students who have taken 101-102. Three hours of class and three hours of laboratory. The Department.

140S Energy. The energy problem from the perspective of Physics. Nature, sources, and laws that govern the use of energy. Nuclear and solar energy. Only trigonometry and algebra used. Ring.

[150S] The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles, and cosmology. A course about the principles of contemporary physics for students not going on in science.

160F Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Specific properties of our own solar system. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. Three hours of class and one and one-half hours of laboratory. Zook.

170W Solar Energy. A study of solar energy in general with a look at some of its manifestations: photovoltaic cells, wind power, hydropower, biomass solar electric power, solar heating and cooling. Particular emphasis on passive solar heating as exemplified in our solar classroom. Two hours of class and two hours of laboratory daily. Maximum enrollment, 10. Ring.

[180W] How to Build a Computer and Use It. Introduction to a technological revolution: electronics from basic principles to integrated circuits, in tandem with microcomputers and elementary machine language programming. Two hours of class and four hours of laboratory daily.

190W Musical Acoustics. The scientific basis of musical instruments, tone quality, musical scales, and hearing. Demonstrations and introduction to terminology and underlying principles in class. Use of oscilloscopes, tone generators, wave analyzers, and frequency meters in the laboratory. Intended for students, especially musicians, with a nonscientific background. Two hours of class and two hours of laboratory daily. Maximum enrollment, 16. Zook.

210F Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles, resonance, the two-body problem, celestial mechanics, wave motion, and Lagrange's equations. Topics in mathematical physics, such as linear differential equations, infinite series, Fourier series, and partial differential equations treated in the context of mechanics. Prerequisite, 120 and Mathematics 112. Zook.

230F Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, transistors, and integrated circuits. Both analog and digital circuits discussed in class and investigated in the laboratory. Three hours of class and three hours of laboratory. Prerequisite, 120 and Mathematics 112. Millet.

240S Electricity and Magnetism. Maxwell's equations studied in both differential and integral form. Description and analysis of multidimensional vector and scalar functions. Properties of dielectric and magnetic materials. Introduction to electromagnetic waves and their propagation. Three hours of class and three hours of laboratory. Prerequisite, 120 and Mathematics 112. Cotten.

250S Statistical Physics. A study of large scale systems from the point of view of statistical theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of particles. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work, and the laws of thermodynamics. Applications to various physical systems. Prerequisite, 120 and Mathematics 112. Millet.

260S Introduction to Astrophysics. A survey of astronomy, regarding it as an application of physics. Planetary orbits, surfaces, and atmospheres. Equations of stellar structure and simple stellar models. Thermonuclear reactions and nucleosynthesis. Cosmological models. Current problems. Prerequisite, 120 and Mathematics 112. Three hours of class and two hours of laboratory. Zook.

310F Quantum Mechanics. A formal development of the basic theory and its applications to physical systems. Prerequisite, 210 and 240. Ring.

320F Advanced Topics in Classical Physics. Topics may include electrodynamics, propagation of electromagnetic waves, hydrodynamics, and Hamiltonian mechanics. Three hours of class and three hours of laboratory. Prerequisite, 210 and 240. The Department.

[390F] Relativity. A study of classical field theories. Emphasis on the Special Relativity Theory of electromagnetism and on the General Relativity Theory of gravity. Prerequisite, 210 and 240.

410S Advanced Topics in Quantum Physics. Topics may include atomic and molecular physics, solid-state physics, nuclear physics, and elementary particle physics. Three hours of class and three hours of laboratory. Prerequisite, 310. The Department.

Psychology

George A. Gescheider, Royal Grueneich, Douglas J. Herrmann *(Chair)*, Don T. Muilenberg, Jonathan Vaughan (F,W,S), Douglas Weldon (W,S), and Steven Zecker.

The Department offers concentrations in General Psychology and Psychobiology as follows:

General Psychology
A concentration consists of eight courses. These must include the following: 101; 201; a psychobiology course chosen from 318, 330, 350, and 355; a cognitive processes course chosen from 320 and 380; and a course in personality, child or social psychology chosen from 312, 324, and 337. Students may earn departmental honors through distinguished achievement in psychology courses, including 460, and a successful oral defense of a thesis based on independent research. A minor in Psychology consists of 101, 201, one laboratory course numbered in the 300's, and two other psychology courses.

Psychobiology
A concentration consists of nine courses: Biology 111-112; Psychology 101, 201, 318, 330, and 350 or 355; and two courses selected from Biology 222, 227, 331, 441, 444, and advanced psychology courses. Students may earn departmental honors through distinguished achievement in courses in the concentration, including 460, and by a successful oral defense of a thesis based on independent research. Students considering graduate work in neuroscience are advised to take Physics 110-120; Mathematics 111-112, 241; and Chemistry 223-224.

101F,S Introductory Psychology. An introduction to the science of human behavior. Emphasis is placed upon the basic physiological and psychological processes of perception, learning, and motivation as they relate to

personality, individual differences, social behavior, and the behavioral disorders. Special attention is given to methods and general principles. Not open to seniors. Herrmann (Fall); Gescheider (Spring).

201F,S Statistics and Methods in Psychological Research. The methods used in the study of psychological processes. Descriptive and inferential statistics as used in psychological research. Applications of statistical tools to the analysis of data. Three hours of class and three hours of laboratory. Prerequisite, 101. Zecker (Fall).

211S Child Development. An introduction to the science of child behavior. Covers perceptual, cognitive, linguistic, social, and personality development from birth through childhood. Prerequisite, 101. Grueneich.

214F Social Psychology. The study of the individual in a social context. Emphasis on such topics as attitude change, interpersonal attraction, person perception, aggression, crowding, and the environment. Prerequisite, 101.

219W Psychology of the Preschool Child. Selective survey of psychological theory and research concerning young children. Topics include cognitive development, socialization processes, and preschool education programs. Involves participation in the nursery school program at the Clinton Child Care Center on campus. May not be counted toward the concentration or the minor. Maximum enrollment, 16. Grueneich.

221W Psychology of Women. A survey of the behavior of women as examined from several perspectives including psychoanalytical, biological, historical/cultural, developmental, and social psychological. More specialized topics relating to the psychology of sex roles, androgyny, women's conflict over achievement, and female sexuality will also be covered. Prerequisite, 101. Maximum enrollment, 20.

223S Abnormal Psychology. An examination of the causes and treatment of abnormal behavior. Topics include classification, assessment, and treatment for disorders such as anxiety and personality disorders, psychoses, brain dysfunctions, mental retardation, and sexual deviance. Prerequisite, 101.

230W Cognitive Psychology. A study of how our perceptions of the world around us are mentally transformed, reduced, elaborated, stored, recovered, analyzed, and used in a variety of life's situations. Topics to be covered include attention, concept acquisition, attitude change, persuasion, language use, memory, thinking, and problem solving. May not be counted toward the concentration or the minor. Zecker.

235S Educational Psychology. The application of psychological principles and methods to educational problems. Topics include principles of learning, construction and interpretation of tests, management of classroom behavior, and the intellectual and social development of school-aged children. Three hours of lecture and two hours of laboratory. Prerequisite, 101. Grueneich.

[240S] Intellect and Culture. An examination of how intellectual processes vary with culture. Anthropological and psychological approaches to perception, learning, communication, and reasoning. Prerequisite, Psychology 101 or 110, or Anthropology 113. (Same as Anthropology 240 and College Course 240.) (Next offered 1982-83.)

[245S] Computers in Research. A practical introduction to computer control and analysis of experiments in psychology and related disciplines. Topics include principles of minicomputer hardware, assembly language, special-purpose high-level languages, and the use of statistical packages. Three hours of lecture and three hours of laboratory. Prerequisite, Mathematics 241, or equivalent programming experience, or consent of the instructor. Maximum enrollment, 25. (Same as Mathematics 245.) (Next offered 1982-83.)

[250W] Aggression. A study of aggression from various standpoints in psychology, including ethological, physiological, psychoanalytical, learning, and social psychological theories. Emphasis on empirical investigations in both humans and animals. May not be counted toward the concentration or the minor. Maximum enrollment, 30. (Next offered 1982-83.)

270W Pain. A study of the neurophysiological and psychological bases of pain. Special emphasis on the relationship between experimental research and the assessment and treatment of clinical pain. Topics include acupuncture, analgesics, biofeedback, drug addiction, enkephalin and the endorphins, hypnosis, influences of emotion and motivation, measurement of pain, phantom pain, placebos, and sociocultural factors. Prerequisite, 101. Gescheider.

290S The Psychology of Language. A study of the theories and data concerning the processing of language, with particular attention to meaning. Prerequisite, 101. Herrmann.

312F Theories of Personality. A study of the structure of personality and the dimensions along which individuals differ. Emphasis on the contributions of major personality theorists and on the implications of current research trends in personality. Prerequisite, 201, which may be taken concurrently.

318F Animal Behavior. An overview of methods and findings in comparative psychology and ethology. Behavioral patterns of different species discussed with respect to evolutionary theory, behavioral genetics, comparative neurology, and behavioral endocrinology. Topics include social, maternal, and reproductive behavior, communication, effects of early experience, and animal learning. Three hours of lecture and three hours of laboratory. Prerequisite, 201.

320F Conditioning and Learning. Principles of Pavlovian conditioning, instrumental learning, stimulus control, and attentional processes in animal and human learning. Evaluation of therapeutic applications such as

behavior therapy and biofeedback training. Three hours of lecture and three hours of laboratory. Prerequisite, 201, which may be taken concurrently.

324F Developmental Psychology. Introduction to the study of behavioral development across the human life span. Emphasis on theories of developmental processes and on research methodology for studying behavioral change. Three hours of class and two hours of laboratory. Maximum enrollment, 20. Prerequisite, 201. Grueneich.

330S Physiological Psychology. The study of the biological basis of behavior, with emphasis on current developments in neuroscience. Applications of knowledge of the structure and function of the nervous system to the following topics: sensory and motor processes, motivation, emotion, attention, learning, memory, hemispheric laterality, and recovery of function after neural damage. Laboratory work in neuroanatomy, neurophysiology, and neuropsychology. Three hours of lecture and three hours of laboratory. Prerequisite, 201. Weldon.

337S Experimental Social Psychology. A survey of the major empirical and theoretical concepts in social psychology. Major emphasis on methodology and research problems unique to social psychology. Three hours of lecture and two hours of laboratory. Prerequisite, 201.

350F The Senses. An investigation of the anatomy, physiology, and psychophysics of the senses. An introduction to the basic principles of sensory coding by an examination of visual, auditory, tactile, temperature, pain, and chemical senses. Special emphasis in laboratory work on hearing and touch. Three hours of lecture and three hours of laboratory. Prerequisite, 201. Gescheider.

355S Visual Perception. The study of perception through an experimental analysis of selected topics, including flicker, contrast, contour, color, space, size, movement, and pattern perception. Special emphasis placed upon physiological optics, retinal processes, neural coding, and general perceptual methodologies. Three hours of lecture and three hours of laboratory. Prerequisite, 201. Zecker.

380S Human Memory. An analytical study of the components and processes of human memory. Three hours of class and three hours of laboratory. Prerequisite, 201, which may be taken concurrently. Herrmann.

441F Special Topics: Psychobiology. Topic for 1981: Animal behavior. Examination of various intra-specific systems of animal communication. Topics include the effect of a species' habitat, morphology, development, genetic background, and spacing/mating patterns on communication. Prerequisite, 201. Open to juniors and seniors. Gravelle.

444F Seminar in Clinical Psychology. An examination and evaluation of major schools of psychotherapy, preceded by a critical discussion of the meaning and significance of psychopathology. Consideration given to

professional issues confronting clinical psychologists. Prerequisite, 201 and consent of instructor. Muilenberg.

460F Senior Program. An overview of contemporary psychology through an examination of selected major topics, with emphasis upon their historical development. Each year the Department selects topics from among the following three areas: comparative, physiological, and sensory psychology; perception, learning, and memory; and developmental, social, and personality psychology. Open only to senior psychology and psychobiology concentrators. Required for honors. Herrmann.

Religion

Jeffrey C. Eaton, Melvin B. Endy, Jr., David B. Miller, Hermine W. Williams, Jay G. Williams *(Chair)*, and Peter S. Zaas.

A concentration in Religion consists of nine courses, including two 400-level courses, and 550 or its equivalent in the senior year. Honors will be awarded on the basis of the cumulative average achieved in courses in the Department and performance in 550. A minor in Religion consists of five courses, including one course at the 400 level.

100F Gods and Myths in Western Culture. An introduction to the study of religion in Western culture. Particular attention paid to ancient texts concerning the moral and religious life. Zaas.

110S Time, Space, and Power. An introduction to the study of religion as manifested in various cultures, past and present; the comparison of religious forms and structures, particularly those of the non-Western world, which may illumine the nature of our religious thought and behavior. J. Williams and Zaas.

[140W] Christian Ethics. An investigation of the distinctive norms of Christian ethics and Christian moral character. In addition to exploring the theory of Christian ethics, consideration will be given to the practical concerns of making decisions based on Christian norms. (Next offered 1982-83.)

150W On Being a Christian. Analysis of Hans Kung's important contemporary study of the Christian faith, *On Being a Christian.* Major emphasis on the delineation and clarification of the essentials of Christian belief. Minimum enrollment, 10; maximum 20. Eaton.

[160W] Archaeology and the Religion of Israel. A study-trip using Jerusalem and other major sites in Israel as a "laboratory." An examination of the contribution of archaeological evidence to our understanding of the history of religion and culture in the land of Israel. Emphasis on the Biblical period, with some consideration of pre- and post-Biblical developments. (Next offered 1982-83.)

[170W] Introduction to Theology: The Religious Thought of C.S. Lewis. A survey of C.S. Lewis' apologetics and novels, intended to introduce students to theological discourse. (Next offered 1982-83.)

200F The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Open to sophomores. Zaas.

[205W] The Foundations of Judaism. A social and intellectual history of Judaism from the fall of Jerusalem in 586 B.C. until the formation of the Mishnah under Judah HaNasi. (Next offered, 1982-83.)

206W The Jewish Day, the Jewish Year, and the Jewish Lifetime. An introduction to the phenomena of Jewish religious life. Emphasis on daily religious ritual, festival customs and liturgy, and on rites of passage in Judaism. Maximum enrollment, 20. Zaas.

210S Jesus and the Origins of Christianity. A study of the life and teachings of Jesus against the background of the politics and religion of first-century Judea. A comprehensive introduction to the synoptic gospels, with special consideration of their usefulness for reconstructing the life of Jesus. Zaas.

216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin, and the Catholic Reformation. (Same as History 216.) Miller.

232S Religion in America. A study of major developments and movements in American religious thought and life from colonial times to the present, with a topical organization and historical developments covered within each topic. Topics include American Protestantism, Catholicism, and Judaism; revivalism; theology in America; indigenous cults and sects such as Mormonism and Christian Science; and civic piety and Church-State issues. Endy.

245F Paul and the Rise of the Christian Church. A study of the development of the Church from the earliest Christian community in Jerusalem to its expansion in the second century, with emphasis on the book of Acts and the letters of Paul. Consideration of gnosticism, orthodoxy versus heresy, and Jewish Christianity. Zaas.

[262F] Music as an Expression of Religion: The Western Experience. An examination of the role music has played in the expression of religious thought and feeling in the traditions of Judaism and Christianity and in modern culture. Attention paid to Biblical origins; the development of liturgy; monastic and Protestant contributions; and the role of music in modern, pluralistic, and secular society. (Next offered 1982-83.)

264F Music as an Expression of Religion: The Non-Western Experience. An examination of music as a way of expressing and understanding religion in cultures other than our own. Topics include music and religion in

preurban, East Asian, and South Asian cultures. Open to sophomores. H. Williams.

270S The Meaning of God. An investigation of the question: "what is referred to by the word 'God'?" Both cultural and logical challenges to traditional answers to be considered. Readings from modern, critical theologians. (Offered in alternate years.) Eaton.

[275F] Women and Theology. Examination of the place of women in the Bible and in the Church. Special concentration on works by modern women theologians and on theological issues of special concern to women. (Next offered in 1982-83.)

280F Early Church History. The evolution of Christian thought and practice from the beginnings of the Church through the Middle Ages. Miller.

290S Modern Church History. Catholicism and Protestantism in Europe from the Reformation to the modern era. Miller.

311F Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 311.) Blackwood.

[321F] Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism and of Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 321.)

331F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the readings of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy, or consent of the instructor. (Same as Philosophy 331.) J. Williams.

341S Religion and Religions in the Greco-Roman World. An examination of the religious life of the ancient Greek, Hellenistic, and Roman worlds. Study of the documents and archaeological remains of a variety of religions, including Orphism, the Hellenistic cults of Isis and Seraphis, Mithraism and the Magi, Roman civil religion, Oriental cults in Rome, and the Gnostic movement. Emphasis on the tension between syncretism and exclusiveness. Some consideration of Judaism and Christianity as examples of Greco-Roman religions. Prerequisite, two courses in Religion or consent of the instructor. Zaas.

345F The Problem of Evil. Inquiry into the theological problem of evil and how it has been addressed by various thinkers in the Christian tradition, with special emphasis on contemporary responses to the problem. Prerequisite, two courses in Religion. Eaton.

[360S] American Religious Thought to 1860. An intensive study of religious thought in America from the rise of Puritanism to the mid-nineteenth century. Readings in the classics of Puritanism, Quakerism, the Great Awakening, the American Enlightenment, and Transcendentalism; and on the role of religion in the rise of national consciousness. Prerequisite, two courses in Religion, or one in Religion and History 141 or 231. (Next offered 1982-83.)

410S Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Philosophy 410.) Blackwood.

[432F] Religion and its Critics in the Nineteenth Century. An intensive study of nineteenth century attempts to understand the nature of religion by both religious and anti-religious thinkers. Particular attention will be paid to Schleiermacher, Hegel, Feuerbach, Marx, Kierkegaard, James, and Frazer. (Next offered 1983-84.)

450F Theories of Religion. Analysis of a variety of contemporary approaches to the study of Religion, leading to the development of one's own methodology. Emphasis on the methodology and conclusions of such men as Berger, Eliade, Levi-Strauss, Ricoeur, and Jung. Prerequisite, two courses in Religion or consent of the instructor. J. Williams.

[460S] Seminar in Theology. The doctrine of the Trinity and its role in twentieth century theology. Readings will be taken from Barth, Rahner, Moltmann, Brunner, and Process Theologians. Prerequisite, two courses in Religion or consent of the instructor. (Next offered, 1982-83.)

470S Seminar in Asian Religion. Mahayana Buddhism in China and Tibet. A study of the various traditions of Mahayana through analysis of selected texts and secondary sources in translation. Prerequisite, 321 or 360, or History 133 and one course in Religion. J. Williams.

[472S] Mysticism in the West. An intensive reading of selected writings by such mystics as Meister Eckhardt, Bonaventure, Catherine of Siena, Theresa of Avila, John of the Cross, and Richard Rolle. Emphasis will be placed upon medieval and early modern Roman Catholic writers, but comparisons will be drawn with other Christian and non-Christian traditions. Prerequisite, two courses in Religion. (Next offered 1982-83.)

480F Seminar in Church History and Historical Theology. Newman and the problem of development in Christian doctrine. Readings in nineteenth century thinkers (especially Newman, Ritschl, and Harnack) on the evolution of Christianity. Prerequisite, two courses in Religion or consent of instructor. Miller.

550W Comprehensive Program. A program of readings, seminar discussions, and reports, culminating in a comprehensive examination. Required of all senior concentrators. The Department.

Romance Languages and Literature

The Department of Romance Languages offers programs of instruction and concentrations in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper-level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

French

Rouben C. Cholakian (Junior Year in France), James B. Davis *(Chair)*, Roberta Krueger, and Marcel I. Moraud (W,S). Special Appointments: Francoise Davis and Georgette Toesca.

A concentration in French consists of eight courses numbered 130 or higher, one of which must be 550. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. Candidates for honors will be required to earn a B+ or better on an honors examination taken at the end of their senior year; they also are encouraged to complete a program of courses selected in consultation with the Department. A minor in French consists of five courses numbered 130 or higher, with at least one course at the 300 level.

110F First Term French. A thorough grounding in aural comprehension, speaking, reading, and writing. Taught partially in French. Four hours of class, with additional laboratory work. Open to students who have had no previous training in French. F. Davis.

120F,S Second Term French. Further work in aural comprehension, speaking, reading, and writing. Prerequisite, 110. Four hours of class, with additional laboratory work. Students placed in 120 should select 120F. French 120F is a general review; French 120S is a continuation of French 110F. Krueger (Fall); F. Davis (Spring).

130F,S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class, with additional laboratory work. Prerequisite, 120. J. Davis (Fall); Krueger (Spring).

140F,S Fourth Term French. Reading of selected texts, with outside reading. Practice in oral and written expression. Three hours of class, with additional laboratory work. Prerequisite, 130. Moraud (Fall); Toesca (Spring).

160W Paris: Winter Term. Small language classes daily for grammar, pronunciation, and conversation. Scheduled visits to monuments in and around Paris. Attendance at plays and concerts. Oral and written reports and examinations. Housing with French families. Extra cost. Prerequisite, 130 or consent of the Department. The Department.

170W French Phonetics. Study of French pronunciation and intonation. One hour a day of theory and two hours a day of practice in the laboratory. General tendencies of spoken French with concentration on special problems of Americans. Classes five days a week. Prerequisite, 120 or consent of the instructor. J. Davis.

200F,S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 140 or consent of the Department. Krueger.

211F Introduction to French Literature I. Study and analysis of selected major works from the mid-nineteenth century to the present. Written reports and laboratory work. Taught in French. Prerequisite, 140 or consent of the Department. Not open to students who have taken 210. F. Davis.

212S Introduction to French Literature II. Study and analysis of selected major works from the middle ages to the mid-nineteenth century. Written reports and laboratory work. Taught in French. Prerequisite, 140 or the consent of the Department. Not open to students who have taken 210. Toesca.

[250S] Contemporary France. Attitudes, customs, social structure, institutions, and problems in present-day France. Discussion, outside reading, and oral and written reports. Taught in French. May be taken by students who have had 300 or above, in which case extra work is required. Prerequisite, 140 or consent of the Department. (Next offered in 1982-83.)

270S Conversation and Translation. Emphasis on speaking and writing skills. Oral practice to build an active vocabulary through dialogues, discussions, and short oral reports. French-English and English-French translations with a concern for stylistic and linguistic problems. Prerequisite, 200 or consent of the Department. (Offered in alternate years. J. Davis.

[290F] Career Skills in French. Introduction to the vocabulary of the French business milieu. Analysis of the French character as it relates to the world of commerce. Intensive oral and aural training. Participation in simulated situations involving banking, telephoning, advertising, job hunting, etc. Readings taken from current periodicals. Laboratory exercises. Taught in French. Prerequisite, French 140 or consent of the Department. (Next offered in 1982-83.)

[300F] French Classicism. Study and analysis of important texts of the seventeenth century. Written and oral reports and *"explications de textes."* Authors studied and discussed include Corneille, Moliere, and Racine. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered in 1982-83.)

310F Eighteenth Century Literature and Society. A survey of representative fictional, dramatic, and philosophical works in the last century of the *ancien regime.* Authors to be read include Montesquieu, Marivaux, Voltaire, Diderot, Rousseau, Beaumarchais, and Laclos. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) Krueger.

[320S] Nineteenth Century French Novel. Study of the development of the novel in the nineteenth century. Romanticism, realism, and naturalism. Lectures, discussions, outside reading, and oral reports. Authors studied include Chateaubriand, Balzac, Stendhal, Flaubert, and Zola. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered in 1982-83.) J. Davis.

330S Twentieth Century French Prose. Study and analysis of French literature and thought in the twentieth century as reflected in novels and essays. Authors studied include Gide, Bernanos, Malraux, Sartre, Camus, and Sarraute. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) J. Davis.

[340F] French Poetry from 1850 to the Present. Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports, and *"explications de textes."* Authors studied include Baudelaire, Leconte de Lisle, Heredia, Verlaine, Rimbaud, Mallarme, Peguy, Appolinaire, Valery, St.-John Perse, and Eluard. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered in 1982-83.)

[350S] Contemporary French Theater. Major French dramatists of the twentieth century. Lectures, discussions, outside reading, and written reports. Authors studied include Romains, Claudel, Giraudoux, Anouilh, Sartre, Montherlant, Beckett, and Ionesco. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered in 1982-83.)

360F Renaissance. Study of the major prose and verse of the sixteenth century. Authors studied include Marot, Rabelais, De Bellay, Ronsard, and Montaigne. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) J. Davis.

370S Special Topics: Self and Society in Medieval French Literature. Problems in medieval French culture as reflected in representative works of five literary genres—hagiography, chanson de geste, romance, satire, and lyric poetry. Texts include *La vie de St. Alexis, La Chanson de Roland, Yvain, Le Roman de la Rose, Le Roman de Renart,* and selected lyric poems. Taught in French. Prerequisite, French 210, or 211, or 212, or consent of the Department. Krueger.

380F French Cinema. Introduction to cinema criticism through a systematic study of scripts, sound tracks, films, and secondary sources. Films viewed will be representative of French production since 1930. Lectures, discussion, and written and oral reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) Moraud.

390S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Prerequisite, any 200-level course or consent of the Department. F. Davis.

550S Senior Tutorial. Topic to be determined through consultation with the Department, after careful examination of the student's background and future plans. Preparation and oral defense of a paper. The Department.

Spanish

Jeremy T. Medina, Jorge Olivares, and Edgar Paiewonsky-Conde (Academic Year in Spain). Special Appointment: Melissa A. Stewart.

A concentration in Spanish consists of eight courses numbered 130 or higher, one of which must be 550. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. All concentrators are normally required to pass, as a minimum, one course in civilization (either Spanish or Latin American) and an advanced course in each of the following: the Spanish Golden Age, twentieth century Spanish literature, and Latin American literature. Candidates for honors will be required to earn a B+ or better on an honors examination taken at the end of their senior year. A minor in Spanish consists of five courses numbered 130 or higher, with at least one course at the 300 level.

110F First Term Spanish. Thorough grounding in oral comprehension, speaking, reading, and writing. Linguistically oriented and conducted according to the intensive oral method. Four hours of class, with additional laboratory work. Medina.

120F,S Second Term Spanish. Further work in oral comprehension, speaking, reading, and writing. Four hours of class, with additional laboratory work. Prerequisite, 110. Olivares.

130F,S Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Three hours of class, with additional laboratory work. Prerequisite, 120. The Department.

140F,S Fourth Term Spanish. Reading of selected texts. Practice in oral and written expression. Three hours of class, plus an additional conversation hour, with supplementary laboratory work. Prerequisite, 130. Medina.

160W Madrid: Winter Term. Small language classes daily for pronunciation and conversation. Civilization courses for more advanced students. Scheduled visits to monuments and museums in and around Madrid. Attendance at plays and concerts. Oral and written reports and examinations. Housing with Spanish families. Extra cost. Prerequisite, 130 or consent of the Department. The Department.

170W Spanish Theater. Study of a playwright from a literary as well as from a linguistic point of view. Exercises, readings, and public presentation of a play or selected scenes. Prerequisite, 140 or consent of the instructor. The Department.

210S Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) Medina.

230F Advanced Spanish. A course designed for students who wish to acquire a better command of the language. Emphasis on conversation based on selected readings. Written compositions and exercises. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) Olivares.

240S Spanish American Civilization. The history and culture of Spanish America. A study of the origins and evolution of the Spanish American character, tradition, and thought. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) Olivares.

[250S] Spanish Civilization. A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Next offered in 1982-83.)

260F Introduction to Spanish American Literature. A panoramic view of the development of Spanish American literature, emphasizing representative works of each period or literary school. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) Olivares.

[300S] Spanish Theater of the Golden Age. Study of leading dramatists of the sixteenth and seventeenth centuries. The authors studied will be: Miguel de Cervantes, Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcón, Pedro Calderón de la Barca, and Francisco de Rojas Zorrilla. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Next offered 1982-83.)

310S Golden Age Prose. Study of major works of the sixteenth and seventeenth centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered every third year.) Olivares.

[320F] Contemporary Latin American Novel. A study of the major prose works of the great generation of writers known as the Latin American "boom:" Borges, Sábato, Rulfo, Carpentier, Cortázar, Fuentes, García Márquez, and Vargas Llosa. Classes meet once a week for a joint 80-minute lecture in English and as two separate groups for 50-minute discussion sessions in English and in Spanish. Students of Spanish read texts in the original. (Same as Comparative Literature 320.) (Next offered in 1982-83.)

[340] Latin American Thought from Martí to Guevara. A study of the most significant ideological works that have shaped Latin American thought from the late nineteenth century to the present. A variety of readings: metaphysical (Borges); cultural (Paz); aesthetic (Sánchez-Vázquez); pedagogical (Friere); with main emphasis on the sociopolitical essay (Martí, Rodó, Vasconcelos, Mariátegui, Cesaire, Retamar, and Guevara). Essayists placed in their proper historical, economic, and ethnocultural contexts. (Next offered in 1982-83.)

[350F] The Realistic Novel. Analysis of the works of leading writers of the Realistic Movement in Spain. Special attention to Galdós, but including novels by Alarcón, Valera, Pardo Bazán, Clarín, and Blasco Ibáñez. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Next offered in 1983-84.)

360F The Generations of 1898 and 1927. Study of the Generation of 1898 and the poets of the Generation of 1927, including Jiménez, Antonio Machado, Baroja, Unamuno, Azorín, Benavente, Salinas, Guillén, García Lorca, and Alberti. Ideas, trends, and new concepts of Spanish literature in the twentieth century. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) Medina.

370S Special Topics in Spanish Literature. Topics for 1981-82: Analysis of Poetic Texts: Comparative study of the work of Garcilaso de la Vega, Francisco Quevedo, Gustavo Adolfo Bécquer, Antonio Machado, and Federico García Lorca, as representatives of the outlook and poetic traditions of their respective ages. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. Medina.

[380S] Cervantes' Don Quijote. Careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and the study of the work's relationship with the major social and intellectual currents of the seventeenth century. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Next offered in 1982-83.)

550S Senior Tutorial. Topic to be determined through consultation with the Department, after careful consideration of the student's background and future plans. Preparation and oral defense of a paper. The Department.

Russian

See Germanic and Slavic Languages

Sociology

Daniel Chambliss, Dennis Gilbert, David J. Gray *(Chair)*, Ellen P. Kraly, and Janet H. Lowry. Special Appointment: Morey Myers.

A concentration in Sociology consists of 101, 301, 302, and five additional courses, including 500 or an approved upper-level course. Statistics is recommended for students considering graduate study. An oral examination based on a distinguished senior project is required of candidates for honors. A minor in Sociology consists of 101, 301 or 302, and three additional courses.

101F,S Introductory Sociology. Sociological perspective on human behavior. Classic and contemporary sociological concepts which further an understanding of the structure, process, stability, and change of social life. The Department.

204S Social Stratification. Origins and consequences of inequalities in the distribution of wealth, income, power, and prestige. Power structures, class conflict, social mobility, and class differences in social values and lifestyle. Theories of stratification, including those of Marx, Weber, and the functional school. Gilbert.

205W Ethnic Relations in the U.S.: Recent Immigrants and Refugees. Study of patterns of immigration, development of ethnicity, and trends in ethnic relations in the U.S. Particular focus on contemporary ethnic issues concerning Mexican Americans, Puerto Ricans, Cubans, Indo-Chinese, Soviet Jews, and Hungarians. Prerequisite, one course in social science. Maximum enrollment, 20. Kraly.

[208S] Utopia and the Individual. Examination of Utopian literature. Readings include Plato's *The Republic*, More's *Utopia*, Bellamy's *Looking Backward*, Skinner's *Walden II*, Orwell's *1984*, Huxley's *Brave New World*, and contemporary comments on the nature of the good society. (Next offered 1982-83.)

210F Occupations and Professions. Training and experience of individuals in occupational roles; functions and conflicts of occupational groups in historical perspectives; current social issues such as professionalization and discrimination by race, sex, and age. Two class hours and weekly observation visits with local businesses and organizations. Lowry.

[216W] Individualism. Consideration of individualism in modern America. Readings include the analytical writings of Freud, Cooley, Fromm, and Bettelheim; and novels such as *What Makes Sammy Run?* and *Lord of the Flies.* Maximum enrollment, 20. (Next offered 1982-83.)

[222S] World Population Crisis. Investigation of family planning, hunger, environmental issues, and present and proposed population policies. Basic demographic information; world models of growth; recent interdisciplinary emphasis. Prerequisite, one course in a social science. (Next offered 1982-83.)

[230W] Growing Old in America. Impact of aging on human life, particularly family, community, and work roles. Reasons for expanding interest in social gerontology; life history interviewing. Social problems of the elderly including institutionalization. Priority: sophomores, juniors, seniors, freshmen. Maximum enrollment, 25. (Next offered 1982-83.)

225S Politics and Society in Latin America. Three national revolutions (Mexican, Peruvian, and Cuban), examined in the context of long-term processes of social impact of economic growth, class conflict in urban and rural settings, urbanization, and population growth. (Same as Government 225.) Gilbert.

240S Self in Society. Classic and contemporary writings on the individual in society. Socialization, self-concept, social perception, and behavior viewed in a context of symbolic interaction. Small group processes and larger social structures. Chambliss.

250W Federalism and Social Policy. A legal and sociological consideration of the relationship and tensions between federal and state power. Implications for social policy on specific issues such as education, abortion, and welfare will be examined. (Maximum enrollment, 20.) Gray and Myers.

272F Sociology of Poverty. Distribution and character of poverty in the United States. Ethnographic descriptions of impoverished populations including urban ghetto dwellers, migrant farm workers, and the aging. Malnutrition, health care, unemployment, and other special problems of the poor. Competing explanations of persistent poverty in an affluent society. The welfare system and other relevant policy topics. Gilbert.

280W Sociology of Sex and Gender. Examination of theory and recent empirical evidence concerning the relative positions of men and women in society. Current social movements in America concerning this issue and contemporary international experience. Primary focus on family and occupational roles. Lowry.

291F Deviance. A comprehensive examination of the social processes associated with the transformation of conforming persons and groups into deviants. Structural, behavioristic, interactionist, and existential phenomenological formulations of deviance emphasized. Prerequisite, 101. Chambliss.

301F Sociological Theory. Examination of classic and contemporary sociological concepts and perspectives. Historical origins and development

of the sociological discipline emphasized. Prerequisite, 101 or consent of instructor. Gray.

302S Research Methods. Examination of social scientific inquiry from theory and problem formulation to data evaluation and presentation. Ethical issues in research; computer work with SPSS. Prerequisite, concentration in a social science discipline. Lowry.

304S Sociology of Elites. A critical examination of C.W. Mills's *Power Elite* thesis. Review of classical theories of political structure of Marx, Pareto, and Mosca. Recent work on the military-industrial complex and the roles of corporate and social elites. Alternative formulations of the problem of national power including pluralist and Marxist approaches. Prerequisite, a course in Sociology or Government or consent of instructor. Gilbert.

[305S] Marxist Sociology. Critical examination of the sociological thought of Karl Marx and recent Marxist writers. Topics considered include alienation, ideology, imperialism, social classes and the state, and recent changes in the class structure of industrial societies. Prerequisite, one course in social science. (Next offered 1982-83.)

307F Sociology of Formal Organizations. Analysis of large-scale organizations, especially corporations. Specific topics include bureaucratic structure, power, technology, change, anarchy, and interaction between organizations and their environments. Prerequisite, 101 or consent of instructor. Chambliss.

310S Seminar on Social Science and Human Values. Relationship of objective knowledge and human values examined. Pertinent sources from Plato and Aristotle to modern social science considered. Prerequisite, one course in social science or Philosophy. Gray.

316F American Social Thought. Examination of American thought from colonial to modern times. The relationship of individual freedom and social order particularly examined. Prerequisite, 101 or consent of instructor. Gray.

[320F] Aging and Sex Roles. Seminar on advanced topics concerning older adult socialization and role transitions. Concentration on family and work dynamics. Special problems of minority groups and social policy response. Field project involving life history interviewing. Prerequisite, 101. (Next offered 1982-83.)

[331F] Urban Social Analysis. A study of the demographic, ecological, and social structure of metropolitan communities. Historical, cross-cultural, and geographical perspectives on urban community life presented; contemporary urban policy issues considered. Prerequisite, 101 or consent of instructor. (Next offered 1982-83.)

500 Senior Project. The Department.

Spanish

See Romance Languages

Speech

Gary B. LaFleur, Richard F. Somer, and Warren E. Wright *(Chair)*.

No concentration is available in Speech. The program is designed to emphasize and to insist on oral literacy. To that end, all courses, whether in history, theory, or performance, will use every opportunity to develop the student as a speaker. Thus, each course requires that the student present the products of study and research not only in written form, but in formal oral presentation before the class. Course descriptions including the qualification "or consent of the Department" indicate that students having departmental consent for advanced work in Speech without a 100-level course are also eligible. Descriptions including the qualification "consent of the instructor" indicate that consent of the instructor in the course is necessary in addition to having met the prerequisite in one of the above ways.

110F,S Public Speaking. Study of the nature, purposes, and means of public speaking. Practice in formal spoken communication. Training in research, organization, and delivery. Oral and written criticism, private conferences, videotaping. Maximum enrollment per section, 20. The Department.

120F,S Public Reading. Systematic study of theory and practice in the management of the elements of speech for effective communication of meaning of written materials. Readings, critical analysis, criticism of performance, private conferences, recordings, videotaping. Maximum enrollment per section, 20. Somer.

210F,S Argumentation. Study of the principles of effective oral participation in controversy. Emphasis on careful research, analysis of issues, the uses of evidence, and the development of arguments for oral presentation. Oral and written criticism, private conferences, videotaping. Prerequisite, 110 or consent of the Department. Maximum enrollment per section, 20. LaFleur.

230W Parliamentary Law and Procedure. Study of the principles, rules, and customs that govern meetings and assemblies, with emphasis on delineation and proper exercise of individual, minority, and majority rights. Experience in the conduct of meetings and in group deliberation; oral and written criticism. Prerequisite, a 100-level course or consent of the Department. Somer.

[250S] Speech Composition. Advanced study in the preparation and presentation of manuscript speeches. Particular attention to the design and

delivery of spoken language. Oral and written criticism, private conferences. Prerequisite, a 100-level course or consent of the Department. (Next offered 1982-83.)

290S Advocacy. Readings in forensic rhetorical theory and selected examples of forensic pleading. Performance resulting from hypothetical cases and actual preparation of briefs and arguments. Presentation of cases in "court." Prerequisite, 210 or consent of the Department. Open to sophomores. Wright.

[310F] Readings in Public Address. Readings in outstanding speeches selected from Western history. Study of argument, language, and delivery. Written and oral criticisms. Students will finally specialize in the study of one speaker, each student not only presenting a complete rhetorical analysis of one speech, but, based on that analysis, presenting an oral reading of the speech as well. Open to sophomores. (Next offered 1982-83.)

360F Theory and Practice of Rhetoric. Readings in selected rhetorical theories from classical times to the present. Analysis of various applications of rhetoric to politics, law, religion, commerce, and other subjects of public deliberation. Open to sophomores. (Offered in alternate years.) Wright.

[450F] Seminar: Special Topics in Rhetoric. Study of selected subjects of special or timely interest: rhetoric in current political campaigning, the intensive examination of the uses of rhetoric in specific periods in Western history, systematic inquiry into applications of rhetoric to electronic media, and persuasion in small groups. Prerequisite, consent of the instructor. Open to juniors. (Next offered 1982-83.)

460S Criticism of Rhetoric. Advanced study of values in rhetorical practice. Readings in the history and theory of rhetoric, analysis of early rhetorical criticism. Development of a system of individual rhetorical values and criticism for use in the analysis of contemporary rhetorical practice. Prerequisite, a 100-level course and 310, 360, or 450. Open to juniors. (Offered in alternate years.) LaFleur.

Theatre and Dance

Theatre

Edwin Barrett *(Chair)*, Carol Bellini-Sharp, Joseph Rusnock, and Rod Umlas.

A concentration in Theatre for actors and directors consists of 101-102, 105, 207-208, and four other courses approved by the Department; a concentration for students of theatrical design consists of 101, 105, 207-208, 212, 213, 214, and 305; and a concentration for students in dramatic history and criticism consists of 101-102, 105, 207-208, and four courses approved by the Department and chosen from this and other departments according

to special needs and interests. All students are encouraged to elect additional courses in dramatic literature. Departmental honors may be earned through distinguished performance in a Department-approved independent project in the senior year. Students may earn the equivalent of one course credit by participating, through independent study, as apprentices in the training programs of approved theatres. Each year the Department presents three major productions directed by faculty and numerous studio productions. Auditions for all productions are open to the student body at large. A minor in Theatre consists of five courses in the Department: in acting, 101-102, 201-202, and one elective; and in technical theatre, 105, 212, 213, 214, and one elective.

101F Introductory Acting. Basic elements of the actor's craft: movement, voice, senses, imagination, and characterization. Focus on sensitivity, improvisation, and stage action. Two and one-half hours of class and two and one-half hours of studio. Open to freshmen and sophomores. Maximum enrollment, 40. Umlas.

102S Introductory Acting Workshop. Scenes, situations, circumstances, and stage actions. Two and one-half hours of class and two and one-half hours of studio. Prerequisite, 101. Maximum enrollment, 20. Umlas.

104F Elements of Theatre Production. Study of the components of theatre production; their principles, terminology, procedures and techniques. Emphasis on theatre spaces, designers, styles of presentation, and the theatre organization. Attendance at selected productions will be required. (Offered in alternate years.) Rusnock.

105F,S Stagecraft. A lecture/laboratory course covering the fundamentals of scenery construction, rigging, scene painting, stage lighting, costume construction, properties, and sound for the theatre. Three hours of class and three hours of laboratory. Maximum enrollment, 20. Rusnock.

110W The London Theatre. Study of the current theatrical scene in London through attendance at a broad selection of performances and through discussion, lectures, and critical writing which is periodically evaluated. Prerequisite, consent of the instructor and payment of fees and charges by October 1. Extra cost. Maximum enrollment, 20. Barrett.

111W The Winter Production. A production to be created entirely during the Winter Term. Auditions and casting solely from within the class. In 1982, a musical comedy. Maximum enrollment, 50. Rusnock and Umlas.

[112W] Philosophy in Dramatic Form. A study of scripts for theatrical production which embody working models of the playwright's philosophy. Plays by such authors as Buechner, Pirandello, Sartre, Ionesco, Beckett, and Weiss. Maximum enrollment, 16. (Next offered 1982-83.)

[113W] Make-up. Laboratory course in the conceiving, planning, and execution of make-up for the theatre artist. (Next offered 1982-83.)

201F Intermediate Acting. Developing an individual working method. Exploration of physical, vocal, emotional, and creative resources. Two hours of class and two hours of studio. Prerequisite, 101 or consent of instructor. Maximum enrollment, 24. Bellini-Sharp.

202S Intermediate Acting Workshop. Scene and monologue work, textual analysis, and characterization. Focus on Shakespearean and modern texts. Two hours of class and two hours of studio. Prerequisite, 201. Maximum enrollment, 20. Bellini-Sharp.

[205S] The Book and the Stage. Close study of selected texts in dramatic literature in order to understand them as scripts for performance. A course primarily for students of literature rather than theatre, eventuating in a staged reading. Six hours of discussion and studio. Prerequisite, two courses in literature. (Next offered 1982-83.)

207F, 208S History of Theatre. Examination of major periods in the history of the theatre. First semester: beginnings through the Restoration and the eighteenth century. Second semester: nineteenth and twentieth centuries. Barrett.

209S Script Analysis. Application of analytical techniques to theatrical interpretation of scripts. Practical approach to script analysis applicable to any play script from any period. Scripts to be analyzed include plays by Euripides, Jonson, Chekhov, Albee, and Pinter. Umlas.

210F The Expressive Voice. Techniques for increased awareness of and skill with voice and speech production. Application for conversation, public speaking, singing, and acting. Course objectives: realization of natural vocal potential and communication. Maximum enrollment, 16. Bellini-Sharp.

212S Scene Design. A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials, and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections, and models. Prerequisite, 105. (Offered in alternate years.) Rusnock.

[213F] Lighting Design. A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections, and control charts. Prerequisite, 105. Maximum enrollment, 10. (Next offered 1982-83.)

[214S] Costume Design. A lecture/laboratory course in theatrical costume. Study of principles of composition, materials, fashion history, and fundamentals of figure drawing and rendering, eventuating in practical costume designs with sketches, renderings, charts, and patterns. Prerequisite, 105. Maximum enrollment, 10. (Next offered 1982-83.)

216S Contemporary World Theatre, 1965-Present. An examination of people, plays, and events shaping today's theatre. Selected critical readings; representative plays by such authors as Handke, Shepard, Gatti, Bond, Fornes, and Milner. Bellini-Sharp.

300 The Study of the Theatre Through Production and Performance. A major role; stage management; design of scenery, lighting, or costumes for a faculty-directed production. Prerequisite, consent of the Department.

[301F-302S] Advanced Acting. Problems in scene study, characterization, and styles. Emphasis on individual acting problems. Three hours of class and three hours studio. Prerequisite for 301: 202 or consent of instructor. Maximum enrollment, 20. (Next offered 1982-83.)

303F-304S Directing. First semester: fundamentals of play direction, readings in directorial practice, and scene direction. Second semester: study of selected directors and directorial problems; the direction of a one-act play. Three hours of class and three hours studio. Prerequisite, 101, 102, and two other courses in theatre, and consent of instructor. Theatre 304 may not be taken as a separate course. (Offered in alternate years.) Umlas (F); Bellini-Sharp (S).

305F Advanced Design. A laboratory course in advanced techniques of scenery, lighting, and costume design. Prerequisite, 212, 213, and 214. (Offered in alternate years.) Rusnock.

[312S] Seminar in Voice and Speech for the Stage. Development of stageworthy voice and speech. Advanced vocal technique and text work. Emphasis on interpretation of Shakespeare. Prerequisite, 210. (Next offered 1982-83.)

Dance

Sondra Lomax and Mary Paula Hunter. Special Appointment: Nancy Mapother. Accompanist: John Suplee.

A concentration in Dance consists of 311-312 and 101, 203, 302, 304, 305, and 307. Departmental honors may be earned through distinguished performance in a Department-approved independent project in the senior year. A student entering the program is required to register for Dance 101, Introduction to Dance, but will be placed in technique classes appropriate to present level of accomplishment. Dance 211-212 and 311-312 may be elected repeatedly according to the student's mastery of dance technique. A minor in Dance consists of five courses, including 101F and four courses selected from those in Movement Analysis (203F), in History of Dance (302S and 304S), in Composition (305F and 307S), and in Advanced Dance (311F and 312S).

101F Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. Classes in technique, lectures and discussions

on dance, field trips, and special events. Placement in dance technique classes according to present level of accomplishment. Maximum enrollment, 80. Lomax.

112S Elementary Dance. Fundamentals of ballet and modern dance. Prerequisite, 101 or consent of the Department. Maximum enrollment, 40. The Department.

203F Movement Analysis. Observing, analyzing, and recording movement using Laban's principles as a base. Emphasis on cultural and aesthetic concepts of movement as a system of communication, a language. No previous dance training required. Lectures and discussions. Maximum enrollment, 20. Hunter.

211F-212S Intermediate Dance. Continuation of study of ballet and modern dance. Prerequisite, 112 or consent of the Department. May be repeated for credit at increasingly advanced levels. Maximum enrollment, 20. Lomax and Hunter.

215W Dance Workshop. A dance workshop conducted by a visiting choreographer. Daily dance technique classes and rehearsals of a new work, which will be performed at the spring Dance Concert. Prerequisite, consent of the Department. Minimum enrollment, 5; maximum, 20.

302S History of Dance. The development of dance as an art form from Greek times through the nineteenth century. Lectures, discussions, and practical sessions in period dance. (Offered in alternate years.) Lomax.

[304S] Twentieth Century Dance and Criticism. Current trends in ballet and modern dance. Study of major dance critics and practical experience in writing dance criticism. Lectures and discussions. (Next offered 1982-83.)

305F Composition I. A study of the elements of choreography, emphasizing rhythmic structure, dynamics, and design. Prerequisite, intermediate level in technique or consent of the instructor. (Offered in alternate years.) Hunter.

307S Composition II. The application of fundamentals from 305 to more complex choreographic work. Prerequisite, 305 or consent of the instructor. Hunter.

311F-312S Advanced Dance. The study of ballet and modern dance, emphasizing style and performance techniques. Participation in workshops and concerts required. Prerequisite, consent of the Department. May be repeated for credit at increasingly advanced levels. Maximum enrollment, 20. Lomax and Hunter.

Interdisciplinary Minors

Women's Studies

The interdisciplinary minor in Women's Studies is administered by a Faculty Committee consisting of Professors Jeffrey Eaton, Esther Kanipe (Chair), Janet Lowry, Elizabeth Potter, Sydna Weiss. Programs submitted for the minor must include one approved Independent Study and four courses displaying a balance of fields from the following list: Anthropology 254S and 273W; Biology 134W; Comparative Literature 122F, 123F, 290F and 390F; English 321S and 461S; German 160W; Government 340S; History 128F and 228S; Philosophy 209F; Psychology 221W, Religion 275F; and Sociology 210F, 280W, and 320F. Students interested in the minor should consult the committee as early as possible.

Appendix

General, Special, and Prize Scholarships
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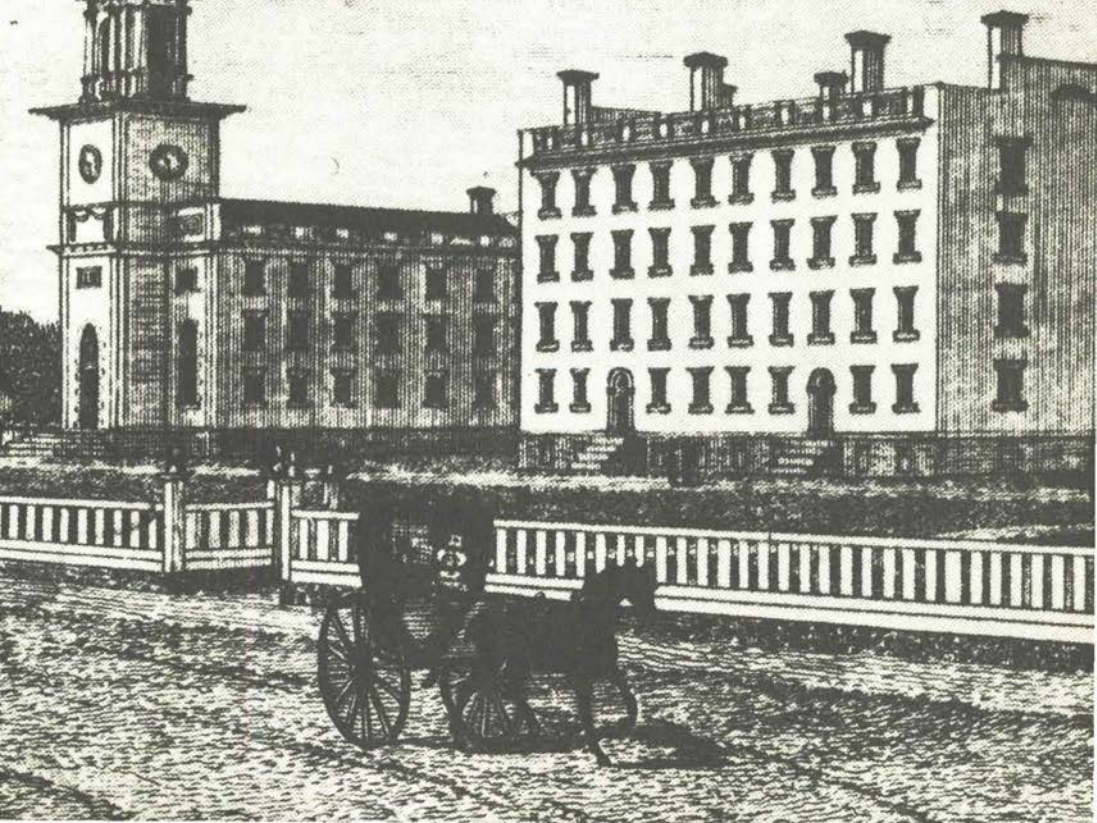

General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin '16.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin '56 in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett '20.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr. and Geoffrey C. Bennett '53, in memory of their father, Clinton C. Bennett '22.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, a member of the Class of 1937.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway '17, a distinguished business executive who served on the Board of Trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William Philo Clark Scholarship was established in memory of William Philo Clark '37.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin '38, Ph.D.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton '44, a former Trustee of the College.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays '25 by his wife, Helen I. Hays; their children; and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway '10.

The Robert G. Howard Scholarship was established by Robert G. Howard '46, a Trustee of the College.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown '04.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner '34 in memory of his son, Christopher, a member of the Class of 1964.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith '32.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame, and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Robert Scott Ramsay, Jr. and Roderick McKay Scholarship Fund was established by Mr. & Mrs. Robert S. Ramsay in honor of their sons, Robert '59 and Roderick '61.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend '13.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer '32 in memory of his parents.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye '46.

The Merritt N. Willson Memorial Scholarship was established in his memory by his two daughters, Mrs. S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small '43.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson '31 in memory of his wife.

Special Scholarships

Special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular georgraphical area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise '17, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

California

The Stephen W. Royce Scholarship was established by the late Mr. Royce, '14, a former trustee. Preference is given to students from Liberty, New York, and Pasadena, California.

New York

The Adirondack Area Scholarship, with a value of up to $6,000 over a four-year period, is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts '04 provides the funds for this scholarship.

The Alumni Association of Metropolitan New York Scholarship is offered to students who attend schools in the New York area. This scholarship will pay up to $8,000 over a four-year period; the exact amount will depend on the financial need of the recipient.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield (N.Y.); and finally, to members of the Emerson Literary Society who have financial need.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, New York, second, to a resident of Chenango County, and third, to a resident of New York State.

The Earl M. Clark Scholarship, established in memory of a member of the class of 1907 and former Binghamton resident, is awarded to an outstanding student from New York State with an interest in public speaking, with preference to a graduate of a public high school and to a resident of Broome County. It is renewable each year provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Some of these grants, which cover a two-year period, may total as much as $8,000. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise '17, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

The George E. Dunham Scholarship, established by George E. Dunham, is awarded to graduates of the Thomas R. Proctor High School, the John F. Kennedy High School, and Utica Free Academy (of Utica, New York).

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship. In certain years, candidates for admission who attend schools in Livington, Monroe, Ontario, Orleans, Wayne, and Yates Counties are eligible to compete for this scholarship, established by Mr. and Mrs. Willard B. Eddy of Rochester, New York, in memory of their son. This scholarship carries a value of up to $8,000 over a four-year period and is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood, in memory of his wife's father, class of 1862, is awarded with preference to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland High School, Westmoreland, New York.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by Geneva (New York) Presbytery.

The David Shove Hastings Scholarship. In certain years, secondary school students from Cayuga, Cortland, Onondaga, Oswego, and Seneca Counties are eligible for this scholarship, established by Mr. and Mrs. J. Murray

Hastings in memory of their son, class of 1944. This scholarship will pay up to $8,000 over a four-year period.

The Charles Anthony Hawley Scholarship was received under the will of Anna H. Story in memory of Mr. Hawley, class of 1859 and a former trustee of the College. It gives preference to graduates of schools of Seneca Falls, New York.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives '20. The scholarship is awarded in certain years with preference given first, to the son of an employee of the company and, second, to a resident of Chenango County.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference first, to a relative of the family and, second, to a student from Camden in Oneida County (N.Y.).

The Stephen W. Royce Scholarship was established by the late Mr. Royce '14, a former Trustee. Preference is given to students from Liberty, New York, and Pasadena, California.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, class of 1894, is awarded with preference given first, to graduates of Rome Free Academy (Rome, N.Y.); second, to students from the City of Rome or Oneida County; and finally, to students from central New York.

The Grace Ione Spencer Memorial Scholarship, established by friends of this long-time teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area. Preference is given to a student who is concentrating in a discipline within the Humanities.

The Wiley Fund of The Utica Foundation Scholarship, funded by an annual grant from the Utica Foundation, is awarded to students from the Utica area.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, New York.

The Women's Christian Association of Utica Scholarship, funded by an annual grant from the Association, provides awards of $800 to each of three women students. Preference is given to residents of Oneida County.

Ohio

The Tunnicliffe Scholarships are available, first, to students from northwestern Ohio and, second, to any student who qualifies for financial aid.

Wisconsin

The Robert B. Winkler Hamilton College Scholarship, established by Robert B. Winkler '38, is awarded to students from the state of Wisconsin.

Foreign

Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Bernard F. Combemale Scholarship, established by Bernard F. Combemale '51, is awarded to foreign students enrolled at the College.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr. '72 by his family and friends. The scholarship is for students from countries other than the United States or Canada, but when there are no such eligible students, it may be used for students without reference to the country of their origin.

Other Special Scholarships

The Archibald G. Alexander Scholarship was established in his memory by his wife, Margery, and his son, Douglas '58, to aid students majoring in a foreign language.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian Ministry, to be designated by the pastor and the session of the First Presbyterian Church of Utica, New York, or by the College.

The Harlan F. Calkins Scholarship, established by the family and friends of the late Harlan F. Calkins of the class of 1929, is awarded, at the discretion of the Scholarship Committee, to a student of outstanding character and leadership.

The Ned Doyle Freshman Scholarship was established by Ned Doyle '24, an Emeritus Trustee of the College. This scholarship is awarded annually to an entering freshman, and, among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles H. Duell Scholarship is awarded with preference given to a member of the freshman class.

The Peter W. Dykema Music Scholarship, established by Jack Dengler '34 in memory of his wife's father, is awarded to students who participate in the College's performing musical groups.

E. Root Fitch Scholarships, established by E. Root Fitch, class of 1886, are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Huguenot Society Scholarship, with an annual value of $1,000, is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The Leavenworth Scholarship, established by Elias W. Leavenworth, class of 1872, may be awarded only to young men with the surname of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William DeLoss Love '09, provides a scholarship for relatives of Henry M. Love of the class of 1883, or, when no such relative is in College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The William DeLoss Love Scholarship was established by William DeLoss Love '09, Mrs. William D. Scranton, and others. In accordance with the wishes of the scholarship donors, preference is given to descendants of William DeLoss Love of the class of 1843.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, class of 1827, is reserved for students registered in the "3-2" engineering program.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, class of 1871, is awarded to a member of the sophomore class.

The Nancy and Herbert Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship. Established by Paul F. Sanders H'58 in memory of his wife. Preference is given to disadvantaged minority students.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love '09, whose father was a member of the class of 1876, is awarded, first, with preference to any descendant of a member of the Hamilton classes of 1874, '75, or '76; if to none of those, to a student from the West Coast; and if not awarded to a student meeting either of those restrictions, then at the discretion of the College.

The Schuyler B. Steere Scholarship was established for blood relations of the donor (S.B. Steere, class of 1851). If none appears, preference is given to candidates for the ministry.

The Watkins Scholarship was established by the Watkins family, which includes Robert R. Watkins of the class of 1879, Henry B. Watkins '12, and Henry B. Watkins III '73. This scholarship is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Leroy Williams Scholarship, established by Leroy Williams, class of 1889, is awarded with preference to students intending to enter the Presbyterian Ministry.

The Kirkland Endowment

The following scholarships are for the support of women at Hamilton.

The Edward Johnson Dietz Memorial Scholarship Fund was established by family and friends of Julia Grant Dietz in memory of her son and provides scholarships with preference given to students from the Syracuse area.

The Lillia Babbitt Hyde Scholarship Fund provides scholarships with preference given to students from the New York City area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship Fund was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster '55 is a former member of both the Hamilton and Kirkland Boards of Trustees.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

The recipients of prize scholarships are recognized either at the Fall Convocation or at the Class and Charter Day Convocation.

Benjamin Walworth Arnold Prize Scholarship. A fund, given by Mrs. Benjamin Walworth Arnold in memory of her husband, provides four prize scholarships. One is awarded annually to the holder of a regular scholarship in each college class who in the preceding year (or in the first semester of the freshman year) shall have made the best record in college course work.

Robert A. Bankert, Jr. Prize Scholarship. This prize is established in memory of Robert A. Bankert, Jr. '70 by his family and friends. Preference in awarding this scholarship is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

Frank C. and Marion D. Colridge Prize Scholarship. Established by Frank C. Colridge '18 and his wife, Marion. Provides a prize scholarship to a member of the junior class on the varsity track team, who, by a vote of teammates, is selected as the individual possessing outstanding qualities of leadership and character.

Curran Prize Scholarship. A fund established by relatives of Colonel Henry H. Curran of the class of 1862 provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and who has achieved a distinguished record in those courses.

Captain Gerald Fitzgerald Dale Senior Scholarship. This scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science, or social science; ranks in the top tenth

of the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students, and contribution to the extracurricular life of the College.

Charles A. Dana Prize Scholarships. Approximately ten Dana prize scholarships are awarded to students at the end of their freshman year in recognition of academic achievement, character, and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements. Depending upon need, each Dana Scholar will receive a grant ranging from $100 to full tuition.

The Ned Doyle Prize Scholarships. A fund established by Ned Doyle '24, an Emeritus Trustee of the College, provides prize scholarships for an upcoming sophomore, junior, and senior who have made significant contributions to the College's athletic program.

Duell German Prize Scholarship. A fund established by the Honorable Charles Holland Duell, LL.D., of the class of 1871, provides a prize scholarship for a senior who shall have excelled in the study of German and who shall elect an advanced course in that subject during the senior year.

Fayerweather Prize Scholarships. Five scholarships are awarded to the five sophomores who, at the end of the freshman year, have made the highest averages in their class.

Dr. Edward R. Fitch Prize Scholarships in Classical Languages. Founded by E. Root Fitch of the class of 1886, two prize scholarships are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

Randall J. Harris Prize Scholarship. Created in memory of Randall J. Harris, class of 1974, by his family and friends, the prize scholarship is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference shall be given to a student expressing a desire to undertake graduate study in philosophy.

Edward Huntington Memorial Mathematical Prize Scholarship. A fund established by Alexander C. Soper, LL.D., of the class of 1867, provides a prize scholarship for a senior who has excelled in mathematics and who elects a course in the discipline during the senior year.

Paul S. Langa Prize Scholarship. A fund established by Paul S. Langa, Class of 1948, provides a prize scholarship to that Hamilton student who is judged to be the outstanding woman athlete from any of the four classes.

Willard Bostwick Marsh Prize Scholarships. Willard Bostwick Marsh of the class of 1912 established these prize scholarships in the memory of former president Melancthon Woolsey Stryker of the class of 1872. They are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

Robert Leet Patterson Prize Scholarships in Philosophy. An endowment, given by Robert Leet Patterson, class of 1917, provides prize scholarships to sophomores and juniors who have excelled in the study of philosophy.

Harold Harper Reed Prize Scholarship. This prize scholarship is donated by Mrs. Reed in memory of her husband, a member of the class of 1919, and is awarded annually to the sophomore or junior "who best exemplifies those American ideals which made this nation strong."

Frank Humphrey Ristine Prize Scholarship. Established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, the prize scholarship is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

Oren Root Prize Scholarships. Two prize scholarships are awarded to the two juniors who have the best records in mathematics during the freshman and sophomore years and who continue that subject through the junior year.

Arthur W. Soper Prize Scholarship in Latin. A fund established by Arthur W. Soper, M.A. (Hon.), 1893, provides a prize scholarship for a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

Chauncey S. Truax Prize Scholarship in Greek. The Truax Scholarship is awarded to that senior who shall have stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference will be shown to candidates who entered Hamilton as freshmen with credit in Greek.

Vrooman Prize Scholarship. Through the generosity of John W. Vrooman, a fund provides a prize scholarship to be awarded to a freshman who shall have achieved academic excellence, shall have need for scholarship aid, and who shall have enrolled for at least one course in the Department of Classical Languages.

Sidney Wertimer, Jr. Prize Scholarships in Economics. An endowment established by John Phillips, Jr., class of 1969, and John Phillips, Sr., in honor of Sidney Wertimer, Jr., provides prize scholarships for two juniors who have excelled in the study of economics.

Fellowships And Prizes

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education. Fellowships are normally awarded at Commencement.

The Manley F. Allbright Fellowship
The fellowship, established by Mrs. Manley F. Allbright in memory of her husband, who was a member of the class of 1903, provides funds for the first year of graduate study in a Divinity School.

The Samuel F. Babbitt Kirkland College Fellowship
This fellowship, which is named in honor of the first and only President of Kirkland College, is to be awarded to the woman graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The James H. Glass Fellowship
The Glass Fellowship in Biology, established by Dr. James H. Glass, M.A. (Hon.), 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

The Franklin D. Locke Fellowship
This fellowship has been established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Elihu Root Fellowships
The Elihu Root Fellowships in Science, established in 1894 by the Honorable Elihu Root of the Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship
The Judge John Wells Fellowship in Political Science, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Prizes

Most prizes are given for academic achievement, either in general course work, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the college community or personal character. Prizes are awarded in the spring at the Class and Charter Day Convocation and at Commencement.

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy. A fund established by Edward S. Babcock of the class of 1896 provides a prize for that senior who shall have excelled "in philosophy, and particularly in the science of pedagogy."

James L. Bennett Prize. A fund established by Emma M. Bennett Elsing in memory of James L. Bennett of the class of 1871 provides a prize to a senior who has completed the junior year with distinction.

Harold C. Bohn Prize in Anthropology. This fund was established by Harold C. Bohn '26 and provides a prize to a student who has excelled in the study of anthropology.

Brockway Prize. A fund established by A. Norton Brockway, M.D., of the class of 1857, provides a prize which is awarded to that member of the freshman class who has made the best academic record.

G. Harvey Cameron Memorial Prize. A fund established by family, friends, and former students to honor the memory of G. Harvey Cameron, who taught physics from 1932 to 1972, provides a prize for that freshman or sophomore who shows the most promise in experimental physics.

Clark Prize Oratorical Contest. A fund begun by Aaron Clark, A.M., and increased by Henry A. Clark, of the class of 1838, provides a prize for that senior who is adjudged to be the best speaker in the annual oratorical contest.

Nelson Clark Dale, Jr., Prize in Music. A fund in memory of Captain Nelson Clark Dale, Jr., U.S.M.C.R., of the class of 1942, established by his parents, provides a prize for that student who has shown exceptional ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College. The committee of award shall consist of members of the Department of Music and a senior to be selected by the Department.

Darling Prize in American History. A fund established by Charles W. Darling and supplemented by a friend of the College provides a prize for the senior having the most distinguished record in at least four courses in American history.

Hadley S. DePuy Campus Service Awards. Several years ago the Student Senate decided to recognize students who had made significant contributions in the area of campus service. These Hadley S. DePuy Campus Service Awards consist of a plaque, to be awarded later, to those students named by the Student Assembly.

Dr. Edward Fitch Prize in Greek. Founded by E. Root Fitch of the class of 1886, a prize is awarded annually to that student who, on completion of one year of Greek, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

Dr. Edward Fitch Prize in Latin. Founded by E. Root Fitch of the class of 1886, a prize is awarded annually to that student who, on completion of one of two years of Latin, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

Gelas Memorial Prize. A fund established in 1955 by a group of alumni to honor the memory of Jean-Marius Gelas, fencing coach and Professor of Physical Education from 1921 to 1946, provides an award to the senior who has shown the greatest development in strength of character, leadership, and athletic ability while at Hamilton.

Francis W. Gilbert Prize. A gift presented by the class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953, provides a cash award to be presented at a College convocation to that sophomore who, in the opinion of the Dean of the College, has shown the greatest scholastic improvement in the spring term of the freshman year.

William Gillespie Prize in Art. A prize, established in memory of William J. Gillespie, class of 1962, is awarded to a concentrator in art who excels in that subject.

Edgar Baldwin Graves Prize in History. A fund established by his former student, David M. Ellis, provides a prize for the senior who excels in the study of history.

Mary McMaster Hallock Prize in Science. A fund established by Andrew C. Hallock of the class of 1938 in memory of his wife provides a prize for that senior who has been admitted to medical school and who, in the judgment of the Pre-Medical Advisory Committee, shall have demonstrated excellence in course work in science.

Hamilton College Book Award in Russian. A book award is given to a student who has excelled in the study of Russian.

Hawley Prizes in Greek and Latin. A fund established by Martin Hawley, of the class of 1851, provides two book prizes, equal in value, one for excellence in Greek and one for excellence in Latin.

Holbrook Prize in Biology. A fund established by David A. Holbrook, of the class of 1844, provides a prize for the senior having the best record in six courses in biology.

Wallace Bradley Johnson Prize. A fund established by Alumni of the College, in honor of Wallace B. Johnson, of the class of 1915, provides a prize for that student who writes the best one-act play produced at the College.

Thomas McNaughton Johnston Prize in English. A fund established by friends and former students in honor of Thomas McNaughton Johnston, who taught English from 1934 to 1972, provides a prize for the student writing the most elegant essay submitted to the Department of English during the year.

Kirkland Prize. A fund established by Mr. A.R. Kirkland provides a prize for a student who excels in mathematics.

Kneeland Prize. A fund established by the Rev. Martin Dwelle Kneeland, D.D., of the class of 1869, provides a prize for the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

Jonathan Marder Prize. A prize established by Mr. and Mrs. Marder in memory of their son is awarded to a senior who excels in psychology.

McKinney Prize Debate. A fund established by Charles McKinney provides two prizes for seniors excelling in extemporaneous debate.

McKinney Prize Speaking Contest. A fund established by Charles McKinney provides a prize for the best speaker determined in competition for each of the three lower classes.

James Soper Merrill Prize. A fund established in memory of James Soper Merrill by his cousin, James P. Soper, Jr., of the class of 1911, provides as a prize a gold watch which is awarded at commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." The faculty shall select the recipient of this award.

Georgy Lyman Nesbitt Prizes. A fund established by friends of George Lyman Nesbitt, valedictorian of the class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 through 1973, provides prizes for the valedictorian and the salutatorian.

The Norton Prize. Thomas Herbert Norton, Ph.D., Sc.D., of the class of 1873, has provided a fund for the encouragement of research in chemistry. It is prescribed that the income in each year shall be given as a prize to the

undergraduate in the College who shall have demonstrated the greatest capacity for research in chemistry.

Walter Pilkington Prize. A prize established by an anonymous donor is awarded to the student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

Putnam Prize in American History. The gift of Dr. Frederick W. Putnam of Binghamton, supplemented by a friend of the College, provides a prize of books for the senior having the second most distinguished record in at least four courses in American history.

Renwick Prize in Biology. This scholarship, founded by Edward A. Renwick, A.M., of Chicago, Illinois, is awarded to a member of the senior or junior class appointed by the faculty, for the study of biology during the summer vacation.

Rogers Prize in Geology. A fund established by E. Albert Rogers, of the class of 1898, provides a prize for that senior majoring in geology and excelling in the courses in that concentration.

H. Samuel Slater Prize in Romance Languages. A fund established by Milton P. Kayle, class of 1943, provides a prize for a student who, at the end of the sophomore year, has excelled in the study of a Romance Language.

Southworth Prize in Physics. A prize established by Tertius D. Southworth, of the class of 1827, provides a prize for the senior who excels in physics.

Squires Prize in Philosophy. A fund established by Byron B. Taggart, of the class of 1896, in honor of the late William Harder Squires, Ph.D., of the class of 1888, provides a prize to be awarded annually, with the approval of the faculty, to that senior who shall have the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

Tompkins Prize in Mathematics. A fund established by Hamilton B. Tompkins, A.M., of the class of 1865, provides two prizes for juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

Underwood Prize in Chemistry. A fund begun by George Underwood, of the class of 1838, and increased by J. Platt Underwood of the class of 1870, provides a prize for the senior who excels in chemistry.

Winchell Prize in Greek. A fund established by Walter B. Winchell, M.D., of the class of 1880, provides a prize to be awarded annually, with the approval of the faculty, to the student who, beginning Greek in college, shall have the best record in six courses in this language.

Winslow Prize in Greek. A fund established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

Winslow Prize in Latin. A fund established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

Winslow Prize in Romance Languages. A fund established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the junior class attaining the greatest proficiency in Romance languages while in college.

Wyld Prize in German. A fund established by Lionel D. Wyld, of the class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., provides a prize to a junior or senior for excellence in German as evidenced by course work and an essay.

Writing Prizes

Academy of American Poets Prize. Each year the Academy of American Poets conducts a poetry contest in ten selected colleges. This year, Hamilton was among the group.

Dean Alfange Essay Prize. A fund established by Dean Alfange, of the class of 1922, provides a first and a second prize for the students writing the best essays on a feature or an issue of American constitutional government.

Cobb Essay Prize. A fund established by Willard A. Cobb, of the class of 1864, provides a prize for the student submitting the best essay on journalism.

Cunningham Essay Prize. A fund established by John Howard Cunningham, of the class of 1866, provides a prize for the senior submitting the best essay on some phase of the life of Abraham Lincoln.

Adam Gordon Poetry Prize for Freshmen. A fund established in memory of Adam Gordon, class of 1980, provides a prize for the best poem submitted by a member of the freshman class.

Head Essay Prize. A fund established by Franklin H. Head, LL.D., of the class of 1856, provides a prize for the best senior essay upon a theme relating to Alexander Hamilton.

Hutton Essay Prize. A fund established by the Rev. William Hutton, D.D., of the class of 1864, provides a prize for the sophomore submitting the best essay on an assigned subject in history, translations, or literature of the Bible.

Kellogg Essay Prize. A fund established by Charles C. Kellogg, of the class of 1849, provides prizes for a junior, sophomore, and freshman who excel in English essays.

Kirkland Endowment Essay Prize in Interdisciplinary Studies. A fund established by the Kirkland Endowment Advisory Committee provides a prize for the student who writes the best essay on Interdisciplinary Studies.

Kirkland Endowment Essay Prize in Women's Studies. A fund established by the Kirkland Endowment Advisory Committee provides a prize for the student who writes the best essay on Women's Studies.

Pruyn Essay Prize. A fund established by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, given on August 5, 1863, has provided for the award annually of the so-called Pruyn Medal. Under a revision of his terms, as approved by his heirs on October 26, 1933, a money prize is offered for the senior or junior writing the best essay on "The Political Duties of Educated Young Citizens."

Soper Essay and Research Prizes. A fund established by Arthur W. Soper provides a prize for the best essay on a topic in economics assigned by the faculty and a prize for the best research paper in economics. The competition is open to all seniors who are taking a second or third year course in economics.

George A. Watrous Literary Prizes. A fund established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, provides one prize each in poetry, fiction, and essay in criticism, with an additional prize for the winner whose work is considered to be most promising.

John V.A. Weaver Prize in Poetry. A fund established by Peggy Wood in memory of her husband and awarded for excellence in a poem or poems submitted for consideration.

James Soper Merrill Prize

A fund established in memory of James Soper Merrill by his cousin, James P. Soper, Jr., of the class of 1911, provides as a prize a gold watch which is awarded at commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." The faculty shall select the recipient of this award.

Recipients of Fellowships, Prizes, and Prize Scholarships

The following fellowships were awarded to Hamilton students in 1980-81 as a result of national competition.

Fulbright Fellowships
Anneliese Murphy, Julia Katherine Schulz

The following prize scholarships, fellowships, and prizes were awarded by Hamilton in 1980-81.

Prize Scholarships
Benjamin Walworth Arnold Prize Scholarships
Senior, John Fitzgerald Dirolf; *Junior,* Daniel Albert Rubin; *Sophomore,* Benjamin M. Semple; *Freshman,* Jonathan Knight Ivins

Robert A. Bankert, Jr. Prize Scholarship
Timothy E. Hale

Curran Prize Scholarship
Joseph John Lopez

Captain Gerald Fitzgerald Dale Senior Prize Scholarship
Christopher Nelson Weiss

Charles A. Dana Prize Scholarships
Mary L. Bonauto, Julie A. Chanatry, John J. Christopher, Paul S. Freyer, Dawn M. Havill, Cynthia A. McKeon, Brian C. Moll, Lisa B. Namerow, Julie F. Parker, Maryann Schoenberger, Leslie A. Thayer, Ellen J. Tourtelot, Yolanda M. Van de Krol, Benton G. Webber

Ned Doyle Prize Scholarships
Junior, Daniel Gerard Clair; *Sophomore,* Charles Wesley Robinson, Jr.; *Freshman,* David John Bonzerato

Duell German Prize Scholarship
Amrita Kaur Gill

Fayerweather Prize Scholarships
First, Benjamin M. Semple; *Second,* Joseph Frank Femia; *Third,* Dawn M. Havill; *Fourth,* Kathryn Jeanne Nicklaus; *Fifth,* Louisa Marie Starr

Dr. Edward R. Fitch Prize Scholarships in Latin
James Henry Morey, Randall David White

Randall J. Harris Prize Scholarship in Philosophy
Robert E. Tate

Edward Huntington Memorial Mathematical Prize Scholarship
James Richard Schleicher

Paul S. Langa Prize Scholarship
Christina Culver

Willard Bostwick Marsh Prize Scholarships
Juniors, Michael Anthony Fabian, Gertrude A. Miller; *Sophomores,* Sarah Catherine Grygiel, Stephen Hudyncia

Robert Leet Patterson Prize Scholarships in Philosophy
Juniors, David A. Content, Kenneth L. Harris, Robert J. Harris; *Sophomores,* Elspeth H. Brown, Russell L. Christopher, John C. Lin, Randolph D. Moss

Harold Harper Reed Prize Scholarship
Julie A. Chanatry

Frank Humphrey Ristine Prize Scholarship
Jennifer Colapietro

Oren Root Prize Scholarships
Daniel Gerard Clair, Jennifer Colapietro

Arthur W. Soper Prize Scholarship in Latin
Arthur Lyman Streeter II

Vrooman Prize Scholarships
Suzanne L. Belles, Michael V. DeGaetano, Elizabeth I. Evans, Susan T. Ruef

Sidney Wertimer, Jr. Prize Scholarships in Economics
Philip George Paras, Edmund Frederick Taylor

Fellowships
Manley F. Allbright Fellowship
Kevin Lindsay Smith

The Samuel F. Babbitt Kirkland College Fellowship
Barbara Burns

The Root Fellowship in Science
Ivan Wing-tsang Tang

The Judge John Wells Fellowship
William Michael Moon

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy
David Neier, Scot Eliot Samis

James L. Bennett Prize
Andrew Ernest Nill

Harold C. Bohn Prize in Anthropology
David Chad Davis, Lynn Marie Tveskov

Brockway Prize
Benjamin M. Semple

G. Harvey Cameron Memorial Prize
Edward Charles Blucher

Clark Prize Oration
Alexander Christian Kemos

Nelson Clark Dale, Jr. Prize in Music
Robert Kantrowitz, Patrick J. Marthage

Darling Prize in American History
David Neier

Hadley S. DePuy Campus Service Awards
Scott Elliott Armstrong, Thomas A. Canova, Steven Francis Carman, John Joseph Christopher, Robert Morris Doig, John Raymond Fudyma, Philip Andrew Greenough, Timothy Stuart Keiter, William Michael Martin, Paddy Joseph McGuire, Mark Edward Nagle, Timothy Pickering, Jr., Molly Ann Reading, Benton Graves Webber, Stephen Kerr Williams, Jr.

Dr. Edward R. Fitch Prize in Greek
Arthur Lyman Streeter II

Dr. Edward R. Fitch Prize in Latin
Denise A. Ambrosi, Michael A. Fabian, Tanya E. Zinner

Gelas Memorial Prize
Stephen George Brooks

Francis W. Gilbert Prize
Heidi Jan Sorvino

William Gillespie Prize in Art
Michael Laurence Scott

Adam Gordon Campus Service Award
Susan Mary Muchmore

Edgar Baldwin Graves Prize in History
Douglas Anton Sgarro

Mary McMaster Hallock Prize in Science
Andrew Ernest Nill

Hamilton College Book Award in Russian
William Alan Jacobson

Hawley Prize in Greek
Robert Airdrie Kerr, Jr.

Hawley Prize in Latin
David Davis, Jeffrey V. Dermksian, Conrad J. Naas

Holbrook Prize in Biology
Andrew Ernest Nill

Wallace Bradley Johnson Prize
First, Peter Ralph Cameron; *Second,* Marc Bernays Randolph

Thomas McNaughton Johnston Prize in English
Stephen Wells Clark

Kirkland Prize
Michael William Stankiewicz

Kneeland Prize
Linda Edith Salmon

Jonathan Marder Prize
Joseph Anthony Zizzi

McKinney Prize Speaking Contest
Junior, Elizabeth Rose Ix; *Sophomore,* Pamela Sue McCarty; *Freshman,* Mark Gerard Russoniello

James Soper Merrill Prize
David Wayland Blood

George Lyman Nesbitt Prizes
Valedictorian, Andrew Ernest Nill; *Salutatorian,* John Fitzgerald Dirolf

Norton Prize
Gregory Andrew Stanley Bydlinski, Ivan Wing-tsang Tang

Walter Pilkington Prize
Matthew Reed Zucker

Putnam Prize in American History
William James Dunwoody III

Rogers Prize in Geology
Hugh Randolph Davis

H. Samuel Slater Prize in Romance Languages
Benjamin M. Semple

Soper Research Prize
Craig Lawrence Knutson

Squires Prize in Philosophy
James Baldwin Reach

Tompkins Prize in Mathematics
Daniel Gerard Clair, Amy Ramsdell Gurney, Fook L. Lo

Underwood Prize in Chemistry
David Marsh Bowling

Winslow Prize in Greek
Julia Mary Fagan, Thomas Day Kent, Jr.

Winslow Prize in Latin
Lisa Marie King, Joan Mary Randolph

Winslow Prize in Romance Languages
Mary E. Deen, Javier E. Rovira

Earl H. Wright Prize for Distinction in Advocacy
Douglas Anton Sgarro

Wyld Prize in German
S. Jamison Koehler

Writing Prizes
Academy of American Poets Prize
Sheila Morgan McCullough

Dean Alfange Essay Prize
First, James Robert Pigott, Jr.; *Second,* David Neier

Cobb Essay Prize
First, Margaret W. Irwin; *Second,* Michael Gill Feagan

Adam Gordon Poetry Prize for Freshmen
Steven Mitchell Tager

Head Essay Prize
Honorable Mention, Karen L. Brau

Hutton Essay Prize
Linda Edith Salmon

Kellogg Essay Prize
Kellie Anne McHugh

Kirkland Endowment Essay Prize in Women's Studies
Cecilia Elizabeth Madigan

Pruyn Essay Prize
Katherine Musser Dixon

George A. Watrous Literary Prizes
Fiction, Justin Gregory Lowe; *Poetry,* Jane Rachel Henderson

John V.A. Weaver Prize in Poetry
Elizabeth Foster

Federal and State Scholarships

Federal Awards

All federal assistance programs were under review at the time of publication. The statements below were accurate as of July, 1981, but subsequent legislation may have altered any of the programs. Please contact the Financial Aid Office if you have any questions.

Pell Grants
The former Basic Educational Opportunity Grant Program was renamed in 1980 after Senator Claiborne Pell in honor of his efforts in helping establish the program. Grants for full-time study currently range between $146 and $1,670. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Director of Financial Aid based on a valid Student Eligibility Report (SER). Candidates may receive a Student Eligibility Report after filing a Pell Grant application or other approved document such as the Financial Aid Form (FAF) of the College Scholarship Service or Family Financial Statement (FFS) of American College Testing Program. The SER reflects student eligibility based on a formula developed by the United States Department of Education and approved by the United States Congress.

In order to continue receiving awards, a student must make satisfactory academic progress, and must not owe any refunds to the Pell Grant or other federal aid programs or be in default on repayment of any student loan.

Supplemental Educational Opportunity Grants (SEOG)
Supplemental Grants range between $200 and $2,000 annually and are awarded to students who demonstrate need. The College's annual federal allocation of SEOG funds is adequate to make only about fifty awards. Candidates who demonstrate need continue to be eligible for SEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

National Direct Student Loans (NDSL)
All candidates who apply for assistance are considered for NDSL. The number of NDSL's awarded annually may vary, depending upon repayments received by Hamilton as well as federal appropriations. Aggregate maximum NDSL debt is $3,000 during the first two years of study and $6,000 through completion of the baccalaureate degree.

The current interest rate on Direct Loans is four per cent on the unpaid balance. Repayment normally begins after graduation. Deferments are

possible for several reasons, including military service and work in the Peace Corps or VISTA.

Guaranteed Student Loan Program
Loans of up to $2,500 per year for dependent students and $3,000 for independent students are available for study at Hamilton. Maximum indebtednedss for undergraduate study is $12,500 and $15,000 for dependent and independent students, respectively. Guaranteed Student Loans currently carry a nine per cent interest rate and are available only to United States citizens or permanent resident aliens.

Repayment of the loan begins nine months after the student has left school, though it can be deferred for several reasons. The following regulations apply to repayments: (1) Depending on the amount of the loan, the minimum monthly payment will be $30 plus interest. Under certain circumstances, the lender, on request, may permit reduced payments; (2) The maximum repayment period is ten years; (3) The maximum period of a loan from date of the original note may not exceed fifteen years, excluding authorized deferment of payments; and (4) Repayment in whole or part may be made at any time without penalty.

All undergraduate burrowers currently receive federal interest subsidies while they are in college. It is expected that in the near future, however, interest benefits may be modified in some manner to reflect reductions in federal spending.

Applications for Guaranteed Student Loans are available from participating banks, savings and loan associations, credit unions, and other approved lenders.

College Work-Study Program (CW-SP)
For students in financial need, Hamilton arranges jobs on campus, or off campus with public or private non-profit agencies such as hospitals. Application is made through the Financial Aid Office. Hamilton gives perference to students who have the greatest financial need and who must earn a part of their educational expenses. Class schedule, academic progress, and health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

Social Security Payments to Children of Deceased or Disabled Parents
Student between 18 and 22 years of age who are financially dependent, and who have a deceased, disabled, or retired parent who worked long enough to qualify for Social Security, may be entitled to aid. Application may be made at any Social Security Office. The amount of such benefits may be affected by a student's earnings from employment. It is quite possible that in the near future Social Security payments to children of disabled or deceased parents may be modified so as to exclude or limit benefits provided under the current statute.

United State Bureau of Indian Affairs
Aid to Native Americans
Students who are one-fourth American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band, or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits
Persons who served more than 180 days between January 31, 1955 and January 1, 1977 and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities, are eligible for benefits. Veterans are entitled to benefits for 1½ months of study for each month of service, up to 45 months.

Children, spouses, and survivors of veterans who deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through either the Tuition Assistance Program (TAP), Regents College Scholarships, or Regents Awards for Children of Deceased or Disabled Veterans require the following minimal levels of academic progress:*

> Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the freshman year, and by the completion of at least three courses during the fall and spring terms of each succeeding year.
>
> Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, and the eighth payment = 24 units.
>
> Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the Registrar or the Director of Financial Aid.

*Legislation passed in July, 1981, subject only those candidates who receive any of the above award for the first time during the 1981-82 year, to these regulations.

Tuition Assistance Program (TAP)
The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family net taxable income (income after deductions). Net taxable income (NTB) may be adjusted for additional family members enrolled in college full time, child support received from a non-custodial parent or tax-free income received from tax-exempt securities.

The maximum net taxable income for TAP eligibility during the 1981-82 academic year is $25,000. Awards will range from a minimum of $250 to $2,200 per year, depending on NTB. Maximum awards are reduced $200 annually after a candidate has received payment for four semesters of study.

Applications for TAP must be filed annually with the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, New York 12255. The application deadline for the 1981-82 academic year is March 31, 1982.

Regents College Scholarships
The application procedure for Regents College Scholarship holders is identical to that for TAP. Income, however, plays no part in the award of a Regents Scholarship. Rather, the basis of the award, which is $250 per year, is a student's performance on the Scholastic Achievement Test (SAT) or the American College Testing Program Assessment examination. These examinations may be taken more than once, with the highest score used as the basis for the award.

18,853 Regents Scholarships are allocated by county. Additional scholarships are allocated to ensure that each approved high school has at least one scholarship for every forty graduates of the previous year.

Regents Awards for Children of Deceased or Disabled Veterans
An award of $450 per year is available to students who are the children of veterans who died, have a current disability of fifty per cent or more, or had such a disability at the time of death, resulting from United States military service during one of the following periods: April 16, 1917-November 11, 1918; December 7, 1941-December 31, 1946; June 25, 1950-July 27, 1953; or October 1, 1961-March 29, 1973. This award, available to New York State residents, is independent of family income or tuition, and in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans
Awards of $1,100 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. More information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, N.Y. 12234.

Higher Education Opportunity Program (HEOP)
HEOP awards are giving to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

The Buckley Law

Pursuant to the Family Educational Rights and Privacy Act (Buckley Law), this will constitute official notice of the following information:

1. Official files containing material directly related to students are maintained at three locations on the campus:
   a. The Dean's Office file contains admission material, copies of correspondence with you, and a copy of your transcript. These files are maintained by the Dean of the College, and the Dean of Students.
   b. The Registrar's Office file contains your official academic record and copies of correspondence. This file is the responsibility of the Registrar.
   c. If you have asked that one be assembled, the Career Center has a file of information to be sent to prospective employers. The Director of the Career Center has charge of these files.

2. The act stipulates that the following may have access to your files *without* your permission:
   a. Senior staff members and faculty who have a "legitimate educational interest" in your records. The criteria to be used in determining "legitimate educational interest" is that access to your records would further the educational function of the institution (advising, preparing recommendations, assessing progress toward the degree, validating financial aid, and so on).
   b. Certain federal and state officials (e.g., the Comptroller General; Secretary of Health, Education and Welfare; etc.). The FBI, CIA, etc., are *not* included on this list.
   c. Organizations conducting studies for educational agencies for the purpose of validating predictive tests, etc.
   d. Accrediting agencies carrying out their functions.
   e. Officials acting pursuant to judicial orders.
   f. Your parents, if they claim you as a dependent for income tax purposes.
   g. Appropriate parties in case of health or safety emergency.

3. Persons other than those enumerated in Section 2 above wishing access to your records must have your *written consent.* This must be in the form of a letter, signed and dated by you, specifying the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure can be made. A record will be kept of all such disclosures, including the names of all parties who have requested or obtained personally identifiable information from your records, and the

legitimate interest these parties had in requesting or obtaining such information. This record will be part of your file and may be inspected by you at any time.

4. Official records are kept by the College as long as there is a reasonable need for them. After that time, they are destroyed. The Registrar's record of your academic performance is kept permanently.

5. Under the act, it is your right to inspect your official files as listed in Section 1 above at any time. To do so, you must make a written request to the appropriate office. This request will be honored no less than 45 days after it is made. You may review all *nonconfidential* material, and any *confidential* material placed in the file after January 1, 1975 (unless you have waived the right—see below). You have the right to have any portion of your record explained to you by the person having responsibility for these records. You may also make a copy of any portion of your file. The charge for copies will be ten cents per page.

   Students can, according to the act, waive their right to see confidential letters of recommendation written for graduate or professional schools, transfer, etc., and recommendations for employment placed in their Career Center file. This can be done by completing a form available from the faculty or staff member whom you ask to write for you or, in the case of the Career Center, by completing the waiver statement printed on the "Confidential Recommendation Form" provided by the Center. Doing so will not prevent the recommender from sharing the contents of a letter with you if he or she chooses, nor does signing the waiver limit your access to other material in your file. You may not be denied a letter of recommendation on the sole ground that you have not signed the waiver.

6. If you believe the information contained in your records is inaccurate or misleading, or violates your privacy, you may request that the institution amend this information. The institution will then decide, within a reasonable period of time, whether or not to amend your records. If the institution decides to refuse your request, you will be informed that you have the right to request a hearing. A hearing will be held within a reasonable period of time following a written request to the Dean of the College. The Dean will appoint a faculty or senior staff member who has no direct interest in the outcome of the proceeding to hear the case. Students will receive advance notice of the time, date, and place of the hearing. They will be afforded a full and fair opportunity to present evidence on their behalf and may be represented by individuals of their own choice, including an attorney. A decision shall be rendered in writing within a reasonable period of time after the conclusion of the hearing and will include a summary of the evidence and the reasons for the decision.

If the hearing officer decides that the complaint is a valid one, the institution will amend the information in question and so notify the student. If the hearing officer decides the complaint is invalid, the student has the right to place in the record a statement setting forth reasons for disagreeing with the decision.

Complaints regarding violation of the act may be filed by writing the Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201. The act provides for a review board to handle such complaints and for penalties in case of noncompliance.

7. The act permits the College to release certain "directory information." This information will not be released to salesmen, subscription sellers, etc., but will be used in news releases from the College, athletic programs, etc. The following has been designated as "directory information": the student's name, address, telephone listing, date and place of birth, major, participation in officially recognized activities and sports (from the Activities Questionnaire completed by each student), weight and height of athletic team members, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

   If you do *not* wish any or all of this information released without your prior consent, please notify the Dean of Students in writing before October 1. In the absence of a negative response, the College will release this information when appropriate.

8. Note that as long as you are a dependent of your parents (as defined by the Internal Revenue Service), they have the same rights as you do under the act. That is, they can inspect your records, ask for copies, request amendments to be made, request hearings, etc.

9. Copies of these rights and procedures may be obtained from the Dean of Students, Hamilton College, Clinton, New York 13323.

The Board of Trustees

William M. Bristol III, *Chairman*
James T. Rhind, *Vice Chairman*
Milton P. Kayle, *Clerk*

Trustees Emeriti

	Elected	Term Expires
Edgar W. Couper, LL.D., *Johnson City, NY*	1937	Life
Clancy D. Connell, LL.D., *Westfield, NJ*	1944	Life
William C. Bolenius, A.B., *Cutchogue, NY*	1945	Life
Grant Keehn, LL.D., *Bellevue, WA*	1948	Life
Howard M. Bingham, B.S., *Asheville, NC*	1952	Life
William M. Bristol, LL.D., *Princeton, NJ*	1959	Life
Fred L. Palmer, A.B., *Summit, NJ*	1961	Life
Willis V. Daugherty, LL.D., *Clinton, NY*	1962	Life
John H. Niemeyer, A.B., *New York, NY*	1964	Life
Ned Doyle, LL.B., *New York, NY*	1966	Life
Marjorie R. McEwen, Ph.D., *Clinton, NY*	1978	Life

Honorary Trustee

Walter Beinecke, Jr., LL.D., *Williamstown, MA*	1979	Life

Charter Trustees

Coleman Burke, LL.B., *Short Hills, NJ*	1956	1986
William M. Bristol III, A.B., *Newtown, PA*	1965	1985
Ralph E. Hansmann, M.B.A., *Ridgewood, NJ*	1969	1983
Sol M. Linowitz, LL.B., *Washington, D.C.*	1969	1983
Richard W. Couper, LL.D., *Princeton, NJ*	1967	1969
	1971	1984
George R. Cogar, *Frankfort, NY*	1971	1987
Edward Gelsthorpe, B.S., *Hingham, MA*	1972	1986
James L. Ferguson, M.B.A., *Wilton, CT*	1973	1982
Hugh R. Jones, J.D., *New Hartford, NY*	1973	1985
J. Carter Bacot, LL.B., *Montclair, NJ*	1974	1984
J. Martin Carovano, Ph.D., *Clinton, NY*	1974	
Robert G. Howard, A.B., *Rye, NY*	1975	1983

James T. Rhind, LL.B., *Glenview, IL*	1975	1982
John E. Tobin, LL.B., *Ho-Ho-Kus, NJ*	1978	1985
Eugenie A. Havemeyer, M.Phil., *New York, NY*	1978	1986
Patricia T. Marshall, A.B., *New York, NY*	1978	1987
Elizabeth J. McCormack, A.B., *New York, NY*	1978	1984
Francis H. Musselman, J.D., *Hammond, NY*	1978	1984
Donald R. Osborn, LL.B., *Scarsdale, NY*	1978	1982
Jean B. Wenigmann, A.B., *Dublin, NH*	1978	1983
Gerald V. Dirvin, A.B., *Cincinnati, OH*	1979	1987
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William D. Love, Jr., A.B., *Carmel, CA*	1980	1986
Patricia B. Selch, *New York, NY*	1980	1985

Alumni Trustees

Milton P. Kayle, J.D., *New Rochelle, NY*	1978	1982
Robert W. Parker, B.S., *Pleasantville, NY*	1978	1982
Donald O. Pollock, M.D., *Cooperstown, NY*	1978	1982
Edson E. Beckwith, A.B., *Dallas, TX*	1979	1983
Jack B. Riffle, A.B., *Clinton, NY*	1979	1983
Charles O. Svenson, LL.M., *New York, NY*	1979	1983
Mary R. Finnell, A.B., *New York, NY*	1980	1984
Francis A. O'Brien, LL.B., *McLean, VA*	1980	1984
Hans Schambach, *Scarsdale, NY*	1980	1984
Tyrone Brown, *Washington, D.C.*	1981	1985
Gilman S. Burke, *New York, NY*	1981	1985
James D. Ryan, *Rochester, NY*	1981	1985

Officers of the College

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A.B., Pomona College; A.M. and Ph.D., University of California at Berkeley; LL.D., Hamilton College; LL.D., Pomona College

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A.B., St. John's University; M.B.A., Fairleigh Dickinson University

C. Duncan Rice, *Dean of the College*
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A.B., Hamilton College

Melvin B. Endy, Jr., *Dean of Students*
A.B., Princeton University; B.D., Yale University Divinity School; A.M., Ph.D., Yale University

Douglas C. Thompson, *Dean of Admission*
B.S., Swarthmore College

The Faculty

Emeriti

James Alvin Adkins
Associate Professor of Mathematics; B.S., United States Naval Academy; M.S., Purdue University

Sidney Bachley Bennett
Secretary of Admission; A.B., Hamilton College

Robert Marcellus Browning
Professor of German; A.B., William Jewell College; A.M. and Ph.D., Princeton University

Robert Rose Carson
Associate Professor of Speech; B.S., Hamilton College; A.M., Hobart College

Earl Wendell Count
Professor of Anthropology; A.B., Williams College; B.D., Garrett Biblical Institute; Ph.D., University of California at Berkeley

David Maldwyn Ellis
Publius Virgilius Rogers Emeritus Professor of American History; A.B., Hamilton College; A.M. and Ph.D., Cornell University

John Sake Gambs
Professor of Economics; A.B. and A.M., George Washington University; Ph.D., Columbia University

Nicolas John Gerold
Professor of Biology; A.B. and M.S., Brown University; Ph.D., Cornell University

Charles Augustus Godcharles
Professor of Psychology; A.B., Bucknell University; A.M. and Ph.D., Duke University

Edgar Baldwin Graves
Professor of History; A.B., Haverford College; A.M. and Ph.D., Harvard University; LL.D., Haverford College; L.H.D., Hamilton College

Franklin Grant Hamlin
Professor of French; A.B., Bowdoin College; A.M. and D.M.L., Middlebury College; Diplome de l'Ecole Superieure des Professeurs de Francais a l'Etranger, Universite de Paris

David Hawley
Professor of Geology; B.S., University of Vermont; M.S., Cornell University; Ph.D., Columbia University

James Franklin Hunt
Professor of Education; B.S., University of Pennsylvania; M.S., Massachusetts State College; Ph.D., Yale University

Thomas McNaughton Johnston
Professor of English; B.S., Washington and Jefferson College; A.M., Tulane University; Ph.D., Duke University

Donald Maxstadt Jones
Professor of Physical Education; B.S. and A.M., Rutgers University

Otto Karl Liedke
Professor of German; Berlin Oberrealschule; A.M. and Ph.D., Cornell University

John Robert Mattingly
Professor of Latin; A.B., University of Chicago; Ph.D., Yale University

Colin Finnie Miller
Professor of Religion; A.M. and B.D., Glasgow University; D.D., Susquehanna University

George Lyman Nesbitt
Professor of English; A.B., Hamilton College; A.M. and Ph.D., Columbia University

C. Stanley Ogilvy
Professor of Mathematics; A.B., Williams College; A.M., Columbia University; Ph.D., Syracuse University

Paul Parker
Professor of Art; A.B., University of Illinois; A.M., University of Chicago

James Penney
Professor of Art; B.F.A., University of Kansas

Walter Pilkington
Librarian; A.B., Brown University; A.M., University of Chicago

Landon Gale Rockwell
Professor of Government; A.B., Dartmouth College; A.M. and Ph.D., Princeton University

Philip Virgilius Rogers
Professor of Biology; A.B. and A.M., Hamilton College; Ph.D., Yale University

Jose Bernardo Tato
Associate Professor of Spanish; A.B. and B.S., Camaguey Institute; LL.D., University of Havana; A.M. and Ph.D., Rutgers University

Charles Lafayette Todd
Professor of Speech; B.S., Hamilton College; A.M., Columbia University

Mox Arthur Weber
Professor of Physical Education; A.B., Oberlin College; A.M., Columbia University

Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the Faculty. The letters **F, W,** and **S** following a name indicate terms of leave or off-campus teaching. The lower-case letters f, w, and s indicate the terms during which visiting faculty members will teach at the College. (The active Faculty includes 42 Professors, 31 Associate Professors, 59 Assistant Professors, and 20 Instructors.)

John Timothy Anderson (1967)
Associate Professor of Mathematics under the Samuel F. Pratt Endowment; A.B., Hamilton College; Ph.D., Duke University

Frank Michael Anechiarico (1976) **FWS**
Assistant Professor of Government and Director, Term in Washington; A.B., Hamilton College; A.M. and Ph.D., Indiana University

George Wilbon Bahlke (1969)
Professor of English; A.B., University of Chicago; A.B., Swarthmore College; A.M., University of Chicago; Ph.D., Yale University

Edwin Blois Barrett, Jr. (1950)
Hamilton Alumni Memorial Professor of English and Drama; A.B., Macalester College; A.M., University of Minnesota; Ph.D., Columbia University

Marjory Baruch (1981)
Assistant Professor of Mathematics; A.B., University of Chicago; A.M. and Ph.D., University of Pennsylvania

Gregory Joseph Batt (1948)
Professor of Physical Education and Head Coach, Hockey and Men's Tennis; A.B., Colgate University

Evelyn T. Beck (1981)
Jane Watson Irwin Associate Professor of Comparative Literature; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Wisconsin at Madison

Richard E. Bedient (1979)
Assistant Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Michelle C.M. Beer (1981)
Visiting Instructor in Philosophy; A.B., Brown University; A.M., Yeshiva University; A.M., University of Pittsburgh

Ursula E. Beitler (1981)
Assistant Professor of German; A.B., Brooklyn College; A.M. and Ph.D., New York University

Wayne Harrell Bell (1979)
Assistant Professor of Biology; B.S., University of Miami; A.M. and Ph.D., Harvard University

Carol Ann Bellini-Sharp (1973)
Associate Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University

Russell Thorn Blackwood III (1957)
John Stewart Kennedy Professor of Philosophy; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University

Stephen Bonta (1961)
Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University

John Mathews Bowers (1980)
Assistant Professor of English; A.B., Duke University; A.M., University of Virginia; M.Phil., Oxford University; Ph.D., University of Virginia

James Bradfield (1976)
Associate Professor of Economics; A.B., A.M., and Ph.D., University of Rochester

Austin Eugene Briggs, Jr. (1957)
Professor of English; A.B., Harvard University; A.M. and Ph.D., Columbia University

David Owen Butcher (1978) **FWS**
Assistant Professor of Philosophy; A.B., University of California at Los Angeles; A.M. and Ph.D., Stanford University

Rand Carter (1970)
Associate Professor of Art; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Daniel F. Chambliss (1981)
Instructor in Sociology; A.B., New College; A.M. and M.Phil., Yale University

A. Duncan Chiquoine (1966)
Stephen Harper Kirner Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University

Rouben Charles Cholakian (1963) **FWS**
Professor of Romance Languages and Director, Junior Year in France; A.B., Bates College; A.M. and Ph.D., Columbia University

Thomas Colby (1959)
Munson Professor of the German Language and Literature; A.B., Hamilton College; A.M. and Ph.D., Princeton University

Charles Frank Collier (1978)
Assistant Professor of Economics; A.B., Harpur College; A.M. and Ph.D., Duke University

Steven Arnold Cotten (1980)
Visiting Instructor in Physics; A.B., Hamilton College; M.S., Columbia University

Leland Earl Cratty, Jr. (1958)
Professor of Chemistry; B.S., Beloit College; Ph.D., Brown University

Barbara E. Culler (1981)
Visiting Assistant Professor of Geology; A.B., Elmira College; A.M. and Ph.D., University of California at Berkeley

James S.A. Cunningham (1968)
Edward North Professor of Classics; A.M. and B.D., University of Glasgow; B.Litt., University of Oxford; A.M. and Ph.D., Princeton University

Thomas F. Curley III (1981)
Instructor in Classics; A.B., Amherst College; A.M., Princeton University

Francois Davis (1961)
Visiting Instructor in French; Baccalaureat es Lettres, Bordeaux; Licence es Lettres, Bordeaux

James Bolton Davis (1958)
Professor of French; A.B., Williams College; A.M., Middlebury College; Ph.D., University of Pennsylvania

Jean Constance D'Costa (1980)
Associate Professor of English; A.B., University College of the West Indies; M.Litt., University of Oxford

Donald John Denney (1957)
Childs Professor of Chemistry; B.S., University of Pennsylvania; Ph.D., Brown University

Jeffrey Craig Eaton (1978)
Assistant Professor of Religion and Chaplain; A.B., Rutgers University; M.Div. and Ph.D., Princeton Theological Seminary

Theodore J. Eismeier (1978) **FWS**
Assistant Professor of Government; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

John Francis Ellis (1959)
Professor of Biology; A.B. and A.M., Amherst College; Ph.D., University of Edinburgh

Melvin Becker Endy, Jr. (1966)
Professor of Religion, Associate Dean of the College, and Dean of Students; A.B., Princeton University; B.D., Yale University Divinity School; A.M. and Ph.D., Yale University

Anne L. Furno (1975)
Associate Professor of Mathematics; B.S., Wheaton College; M.S. and Ph.D., Michigan State University

David A. Gapp (1979)
Assistant Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University

George Albert Gescheider (1964) **F**
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Dennis L. Gilbert (1975)
Assistant Professor of Sociology; A.B., University of California at Berkeley; A.M., University of Oregon; Ph.D., Cornell University

Karen Gravelle (1981)
Visiting Assistant Professor of Psychology; M.S.W., Catholic University; Ph.D., University of New York

David J. Gray (1969)
Professor of Sociology; A.B., A.M., and Ph.D., The Pennsylvania State University

Vickie Scott Grove (1980)
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Rodney Jon Umlas (1974)
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Jonathan Vaughan (1971) **FWS**
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Manfred E. von Schiller (1959)
Associate Professor of Physical Education and Head Coach, Men's Soccer and Men's Lacrosse; B.S., State University of New York at Brockport; A.M., St. Lawrence University

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Sydna Stern Weiss (1974)
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Richard William Werner (1975)
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Sidney Wertimer, Jr. (1952)
Professor of Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

William E. Wertz (1980)
Instructor in Geology; B.S., The Pennsylvania State University

Jay Gomer Williams (1960)
Walcott-Bartlett Professor of Ethics and Christian Evidences; A.B., Hamilton College; M. Div., Union Theological Seminary; Ph.D., Columbia University

Warren Earl Wright (1960)
Upson Professor of Rhetoric and Oratory; A.B. and A.M., Emerson College; Ph.D., University of Illinois

David N. Young (1969)
Associate Professor of Russian; A.B., Princeton University; A.M. and Ph.D., Columbia University

Lawrence Karn Yourtee (1948)
Marjorie and Robert W. McEwen Professor of Chemistry; B.S., Washington College; M.S., Georgia Institute of Technology; Ph.D., University of Texas

Peter S. Zaas (1979)
Instructor in Religion; A.B., Oberlin College; A.M., The University of Chicago

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Assistant Professor of Psychology; A.B., The University of Michigan; A.M. and Ph.D., Wayne State University

Alma Claire Zook (1978)
Assistant Professor of Physics; A.B., Pomona College; Ph.D., University of California at Berkeley

Special Appointments

Charles A. Aho
Newman Chaplain; A.B., Resurrection College; M.Th. and M.Div., St. Bernard's Seminary and College

Kathleen Tooley Austin
Lecturer in Music (Keyboard Harmony)

Stephen Best
Lecturer in Music (Organ and Piano); A.B. and M.Mus., Syracuse University

Donald C. Cantwell
Director of the Hamilton College Jazz Ensemble; A.B., Syracuse University

Charles W. England
Lecturer in Music (Director, Brass Choir); B.M.E., Augustana College; M.Mus., Yale University School of Music

John Flaver
Lecturer in Music (Director, Woodwind Ensembles)

Andy Guzzetti
Assistant Football Coach and Head Coach, Baseball; A.B., Utica College

Richard Hunt
Assistant Baseball Coach; A.B., Siena College

Mary Armistead Jones
Lecturer in Music (Piano); M.Mus., Florida State University

Lauralyn Kolb
Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College

Nancy R. Mapother
Lecturer in Dance; B.F.A., The Juilliard School

Scott MacDonald
Lecturer in Art; A.B., DePauw University; M.A. and Ph.D., University of Florida

Robert McCann
Assistant Football Coach; B.S., St. Lawrence University; M.Ed., Norwich University

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Director of the Critical Languages Program; A.B., Jackson College; M.R.E., New York Theological Seminary

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Lecturer in Psychology and Clinical Psychologist; A.B. and A.M., University of Iowa; A.M. and Ph.D., University of Missouri

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Colleen Roberts Pellman
Lecturer in Music (Piano); B.Mus., Miami University; M.Mus., Ithaca College

Charles Schneider
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Nate Shippee
Assistant Football Coach; B.S., St. Lawrence University

Donald Simon
Assistant Hockey Coach; B.S., St. Lawrence University; M.Ed., State University of New York at Cortland

Melissa Stewart
Teaching Intern in Spanish; A.B., Hamilton College

John Suplee
Lecturer in Dance (Accompanist); A.B., Hamilton College

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Hamilton College Committees 1981-82

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Vice President's Advisory Committee
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Committee on Equal Opportunity
Potter, E.; Hayes, *ex officio*.

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Rice, *ex officio*; Thompson, *ex officio*; Allen, M., *ex officio*; Miller, S.A.; Williams, J.; Ring, J.; Marcy.

Faculty Secretary
Eaton.

Faculty Parliamentarian
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Trustee Planning Committee
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Trustee Student Affairs Committee
Spencer; Bellini-Sharp; Bedient.

Trustee Development Committee
Miller, D.; Medina; Wertimer.

Trustee Honorary Degrees Committee
Suttmeier; Ellis; Eaton.

Alumni Council
Palusky; Price.

Committee on Reading
Osberg; Rupprecht; D'Costa.

Committee on Cultural Activities
Wertz, *ex officio*; Barrett; Lindenfeld; Muirhead; Somer.

Prelaw Committee 1981-82
Miller (Acting Chairman); Briggs or Lindley; Tobin; Tewksbury.

Health Professions Advisory Committee
G. Miller, *ex officio*; Eaton; Lindley; S.A. Miller; Tewksbury; Werner; Yourtee.

The President is an *ex officio* member of all committees, with the exception of the Board of Six.

The Board of Six consists of six members of the Faculty, whose names are held by the Secretary of the Faculty.

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Jennifer Potter Hayes, A.B., *Assistant to the President*

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Daniel J. O'Leary, M.B.A., *Vice President, Administration and Finance*
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F. Julian Jordan, M.B.A., *Chief Business Officer*
Ronald F. MacDonald, A.B., *Chief Purchasing Officer*
Donald T. Conover, B.S., *Chief Accountant*
David L. Smallen, Ph.D., *Director, Computer Center*
Charles F. Donahue, B.S., *Director, Physical Plant*
Robert J. Fauss, Jr., *Assistant Director, Physical Plant*
Daniel W. Hartnett, *Assistant Director, Physical Plant*
Andrew W. Wertz, M.Ed., *Director, the William M. Bristol Campus Center*
David A. Cannamela, *Manager of the College Store*

Office of the Dean of the College

C. Duncan Rice, Ph.D., *Dean of the College*
James C. Fitchett, A.M., *Registrar*
Ann G. Meyer, A.B., *Assistant to the Registrar*
C. Christine Johnson, B.S., *Director, Higher Education Opportunity Program*
Ginger F.C. Miller, M.R.E., *Director, Critical Languages Program*

Office of the Dean of Students

Melvin B. Endy, Jr., Ph.D., *Associate Dean of the College and Dean of Students*
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David B. Miller, Ph.D., *Associate Dean of Students*
Rosalind A. Hoffa, M.A., *Assistant Dean of Students*
Ruth B. Sullivan, M.A., *Assistant Dean of Students*
Jeffrey C. Eaton, Ph.D., *Chaplain*
Beatrice S. Lieberman, A.B., *Director, Career Center*
Elizabeth Adams, A.M., *Assistant Director, Career Center*

Thomas Brown Rudd Health Center
George E. Miller, M.D., *Medical Director*
Charles Mayhugh, M.D., *Physician*
Don. T. Muilenberg, Ph.D., *Clinical Psychologist*
Elizabeth Adams, A.M., *Psychological Counselor*

The Daniel Burke Library
Ralph H. Stenstrom, Ph.D., *Librarian*
Vittoria I. Mondolfo, Dott. Chim., *Assistant Librarian and Director, Technical Services*
Margaret Hurley, Ph.D., *Cataloguer*
Keith E. Washburn, M.L.S., *Director, Public Services*
Frank K. Lorenz, M.L.S., *Reference Librarian*
Sara A. Rutkowski, M.L.S., *Assistant Reference Librarian*
Shirley M. Johnson, M.L.S., *Assistant Reference Librarian and Circulation Librarian*
Kathryn Stenstrom, M.L.S., *Music Record Librarian*
W. Douglas Finch, Jr., M.S., *Director, Audiovisual Services*

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Douglas C. Thompson, B.S., *Dean of Admission*
Maridel Allen, A.B., *Director of Admission*
Kenneth P. Kogut, M.Ed., *Director of Financial Aid*
Gregory Polakow, A.B., *Associate Director of Admission*
Lora M. Schilder, M.A., *Associate Director of Admission*
Leslie B. North, A.B., *Assistant Director of Admission and Director, Hamilton Horizons Progam*

Office of Communications and Development

Joseph F. Anderson, A.B., *Vice President, Communications and Development*
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Benjamin P. Madonia III, A.B., *Assistant Director of Development/ Annual Funds*
Jon M. Cashen, A.B., *Assistant Director of Communications/Publications*
Lisa Harden, B.A., *Assistant Director of Development/Research and Proposals*
Pamela Bulavsky, M.A., *Manager, Officer Systems and Operations*

1981 Degrees in Course

The following symbols are used to indicate graduation with honors—Phi Beta Kappa*, Sigma Xi †

Bachelor of Arts

Summa Cum Laude
David Marsh Bowling*
John Fitzgerald Dirolf*
Andrew Michael Fischer*
William Alan Jacobson
Timothy Stuart Keiter*
Melissa Ruth Ladenheim*
David James Nagel*
David Neier*
Andrew Ernest Nill*
Paula G. Panzer*
James Robert Pigott, Jr.*
Joseph A. Pinkes*
James Baldwin Reach*
Douglas Anton Sgarro
Jeffrey Edward Short*
Kevin Lindsay Smith*
Melissa Anne Stewart*

Magna Cum Laude
Jospeh C. Angelo*
Barbara Joyce Begley
Tracy Lee Cook
Douglas Paul Corazz
Hugh Randolph Davis*
Stephen Andrew DeSalvo*
Louis Patrick DiCerbo
Mary Jo Theresa Dorko*
Lincoln Boice Fancher
Michael Gill Feagan
Elizabeth Foster
Michael J. Francis
Ross Lowell Gnesin
Jeremy Henry Greshin
Mark Edward Griffin
Daniel Tofi Hji Tofi
Randall Owen Isaac*
David Thomas Kettig
Craig Lawrence Knutson
S. Jamison Koehler*
Katherine Elizabeth Lloyd*
Lynne Suzanne Loomis
John Michael McCormack
John David Meyer*
Frank Panza
Robert T. Raemsch
Lucy Leatherbee Saunders*
Michael Laurence Scott*
John Stuart Speaker
Scott Alastair Stewart
A. Orhan Taner
Ivan Wing-tsang Tang†
Christopher Nelson Weiss*
Joseph Anthony Zizzi

Cum Laude
Timothy Jude Alston
Scott Elliott Armstrong
Anne Martin Ashley
Adam Lloyd Beckerman
David Thomas Breitbarth
Robert W. Carey
Scott George Comstock
William James Dunwoody III
John Raymond Fudyma
Amy Rae Gerber
Jonathan Spencer Jahr
James Anthony Kelso
Patricia Ann Marks
Nancy Loucks Martin
William Michael Mon
James Everett Morris
Anneliese Murphy
Sally Patricia Murphy
James Kendrick Noble
Stephen Patrick O'Dowd
Jeffrey Lynn Overholtzer
Audrey Cindy Rabinowitz

Jeffrey Aldridge Salkin
Scot Eliot Samis
James Richard Schleicher
Jonathan Wolf Schooler
Marc Alan Seidenberg
Maura Spellane
Thelma Ann Strombeck
Henry Peter Talarico
Amy Janet Tarr
Lynn Marie Tveskov
Robert Walter Ulbrich, Jr.
Stephen Kerr Williams, Jr.

Martha Anne Abatuno
John Stewart Abbott
Peter Michael Acquaviva
Mark Cannon Aldrich
Richard Martin Allen
Dorothy Lee Allyn
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Christopher Francis Ammirati
Franklyn Henry Ashby III
John Daniel Ayer
George Duncan Aylesworth
Francis Granger Babcock
Suzanne Bachner
Elizabeth Anne Baker
Thomas Sumner Balch
Peter A. Ball
Richard Michael Balletta
Mary Anne Bargh
Nancy Felicita Barreno Zambrano
Theresa Anne Barton
Christina L. Beal
Alison Hatch Beekman
Amy Laurin Beggs
Barbara Aileen Bennett
Meredith A. Best
Jack Milton Black
Emily Clara Blitzer
Susan Kristen Bloch
David Wayland Blood
Karyn Anne Bober
Katharine R. Bock
Douglas Randall Bond
Victor Gerald Bourdeau
Thomas Nelson Bradbury
Ramona Lee Brand
Karen L. Brau
Susan Joy Brauer
Sanford Atherton Bristol
Stephen George Brooks
Barbara Burns
Roseann E. Butera
Andrew F. Buteux

Gregory Andrew Stanley Bydlinski†
Carol Elizabeth Caldwell
Carol Walker Camargo
Thomas A. Canova
David Lee Carlson
Richard Anthony Cascio, Jr.
Frank Aniello Cecere
Robert Glen Chassin
Meoh Leng Cheng
Donald Hart Christakos
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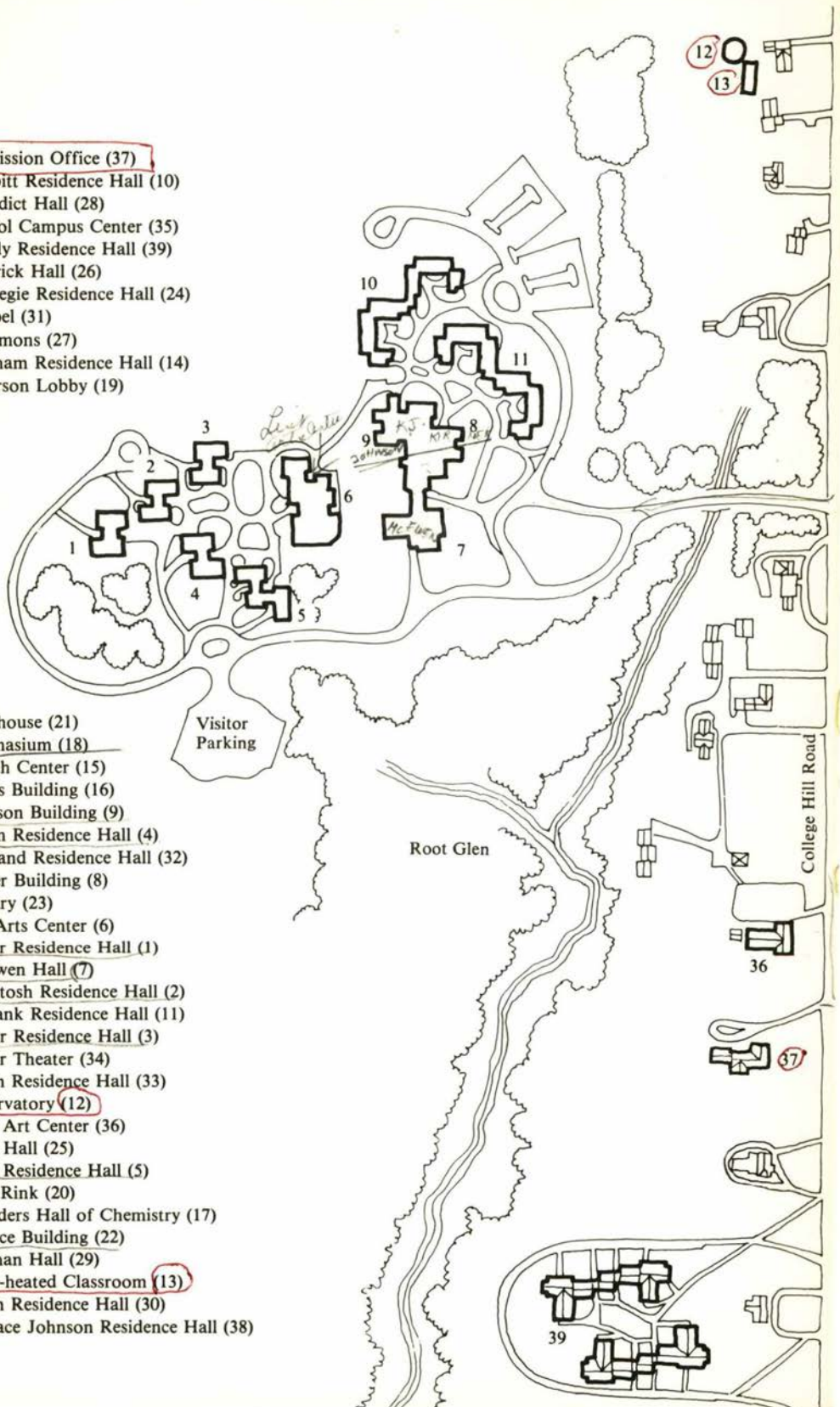

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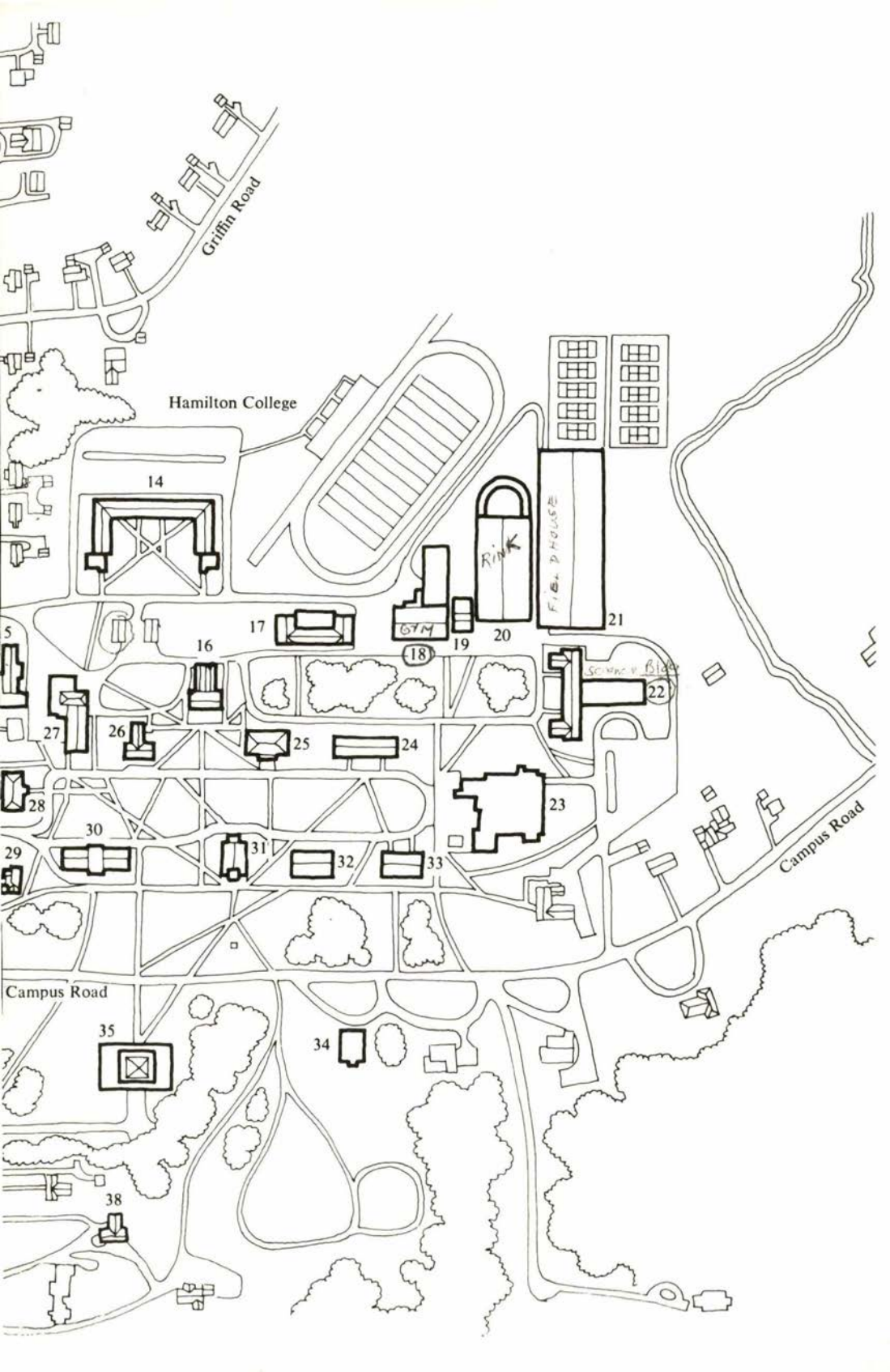
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